

Black Beauty



The story

Black Beauty was a handsome horse with one white foot and a white star on his forehead. His life started out on a farm with his mother, Duchess, who taught him to be gentle and kind and to never bite or kick. When Black Beauty was four years old, he was sold to Squire Gordon of Birtwick Park. He went to live in a stable where he met and became friends with two horses, Merrylegs and Ginger. Ginger started life with a cruel owner who used a whip on her. She treated her cruel owner with the lack of respect he deserved. When she went to live at Birtwick Park, Ginger still kicked and bit, but she grew happier there. The groom at Birtwick Park, John, was very kind and never used a whip. Black Beauty saved the lives of Squire Gordon and John one stormy night when they tried to get him to cross a broken bridge. The Squire was very grateful and loved Black Beauty very much.

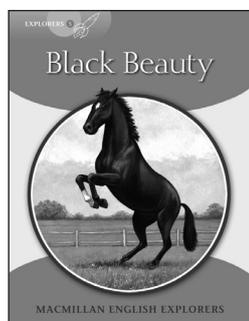
One night a foolish young stableman left his pipe burning in the hay loft where Black Beauty and Ginger were staying. Squire Gordon's young stableboy, James, saved Black Beauty and Ginger from the burning stable. The Squire and his wife were very grateful and proud of their young stableboy. James got a new job and left Birtwick Park and a new stableboy, Joe Green, took over. Then, one night Black Beauty nearly died because of Joe's lack of experience and knowledge.

The Gordons had to leave the country because of Mrs Gordon's health and sold Black Beauty to Lord Westerleigh at Earlshall Park. Lady Westerleigh was unkind and selfish, and she made her horses wear bearing reins, which was very painful. One day, a groom called Rueben Smith took Black Beauty into town and left him at a stable for hours while he was with his friends. When the blacksmith pointed out that Black Beauty's shoe was loose, Rueben didn't care. He whipped Black Beauty and made him gallop much too fast because Reuben was late. Black Beauty fell and Rueben was thrown off the horse and died. After that, Black Beauty was not handsome enough for Lord and Lady Westerleigh because his knees were cut and scarred. They sold him to a London cab driver, Jerry Barker.

Jerry was a very kind man and Black Beauty was happy working for him. But when Jerry's doctor told him he must no longer work as a cab driver, he sold Black Beauty. The very nice ladies who bought him had a groom with a deep voice and a beard – it was young Joe Green from Birtwick Park, now a grown man. When Joe realised that the new horse was Black Beauty, he was very happy to see him again. He told the ladies that Black Beauty belonged to Squire Gordon and that he had been the Gordon's favourite horse. The ladies were very pleased with Black Beauty, too. And once again, Black Beauty found himself in a happy home with kind people.

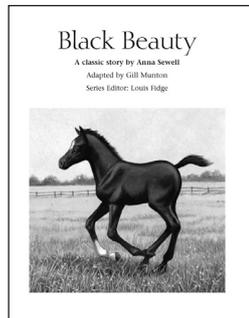
Introducing the book

The cover



- Hold up the cover. Read the book's title to and with the class.
- Talk about the picture. Ask *What do you think the story is going to be about? What is the horse doing? Where is the horse? Why is the horse called Black Beauty?*

The title page



- Ask the children to turn to the title page. Ask *Who is the author?*
- Explain that this is a classic story that has been adapted (made simpler) by another writer.
- Ask *Who wrote the original story?* (There is some information about the author on page 79.) Ask *Who adapted the story?*
- Talk about the picture. Ask *Do you think this is a young horse or an old horse? What colour is it? Do you think this horse has a nice life? Why?*

The contents page

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- Ask the children to turn to the contents page. Explain that the Contents list tells us what is in the book.
- Ask *How many chapters are there?* Read the chapter titles to and with the class. Briefly explain any unfamiliar words (most will be covered in the chapter notes). Ask the children what page each chapter starts on.
- Point out that at the end of the book there is a poem (on pages 74–75) and some information about a hospital for animals (beginning on page 76).
- Draw attention to the border pictures. Ask *What do you see in the bottom right corner?* (hay) *What is to the left of the hay?* (a saddle) *What is to the left of the saddle?* (brushes) *What is above the brushes?* (a bridle) Ask about the horseshoe, halter, bit and reins.
- Ask questions about each chapter title to stimulate the children's interest, for example:
 - Chapter 4: *What do you think happens in this chapter?*
 - Chapter 8: *Where do you think Black Beauty will go in this chapter?*
 - Chapter 9: *Do you think Black Beauty will be happy in this chapter?*
- Tell the children to do the related activity on page 1 of their Workbook.



You can play the audio download of the story at any time you choose. See www.macmillanenglish.com/younglearners

Chapter 1 Birtwick Park

Pages 3 to 10

CHAPTER 1
Birtwick Park

My first home was a large field with a pond in the middle of it. There were tall trees and there was a little stream. I lived in the field with my mother. When I was very young, I drank my mother's milk. But when I was older, I learnt how to eat grass. My mother went to work every day. She pulled a carriage for our master. I stayed in the field with the other young horses. We all galloped round the field together. It was fun, but some of the other horses liked to kick and bite.



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"Those horses have no manners. When they grow up they will be cart-horses," my mother told me. "When you grow up, you will be gentle and kind. You will never kick or bite. Your grandfather was a champion racehorse and your grandmother was a good-tempered animal."

My mother's name was Duchess. She was a wise old horse and she loved our master. When she saw him at the gate, she always trotted up to him and let him stroke her. Sometimes he gave her a carrot. Sometimes he gave me some bread, too.

When I grew older, my woolly fur turned into a fine, shiny coat. I was a handsome horse, with one white foot and a white star on my forehead.

When I was four years old, a man called Squire Gordon came to the field with our master. He looked at my legs, my mouth and my eyes. Then I had to walk, trot and gallop for him.

"He's a fine horse. I would like to buy him," said Squire Gordon.

"I will break him in for you first," said our master. I knew what that meant – he wanted to teach me how to pull a carriage and how to carry a rider on my back.

I was used to wearing a halter – a simple sort of bridle. But I had never carried a rider before. First, my master gently put on a proper bridle. It had a metal bar, called a bit. This went in my mouth. The reins were attached to the bit. I had the bit at first, but I slowly got used to it. Next, my master placed a saddle on my back. He talked softly to me as he pulled up the straps.

One morning, my master got on my back and rode me round the field. He did this every day until I was used to it. Next he took me to the blacksmith in the village. The blacksmith nailed heavy metal shoes to my feet. It did not hurt. The shoes felt strange at first, but I knew that I needed them to protect my feet when I walked on the roads.

Then I learnt to wear a harness. This was a bridle with blinkers. The blinkers only let me look straight ahead. The harness also had a heavy collar and a strap which went round my tail.



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I soon got used to all these new things. Then I began to work with my mother.

One day, a groom came to take me to my new home with Squire Gordon.

"Goodbye," said my master, and he patted me. "Be a good horse and always do your best." And so I left my first home. It was a very sad day.

Squire Gordon lived at Birtwick Park. His groom took me through a large iron gate and we trotted along the road that led to the house. When we came to the stables, the groom jumped off my back and took off my saddle. He led me into a loose box – a stable in which the horse is not tied up – and took off my bridle. He gave me some oats to eat and some water to drink. He patted me kindly and went to do some work.

I looked out of the stable door. I saw that Squire Gordon had many horses and carriages. In the loose box next to mine, there was a fat grey pony. He looked at me with interest.

"Good morning," I said to him. "What is your name?"

"Merrylegs," he replied. "The children ride me – Miss Jessie and Miss Flora – and sometimes I pull Mrs Gordon's small carriage. Are you going to live next door to me?"

"I think so," I said.

"Then I hope you have good manners. I don't like horses who bite," Merrylegs said.

A tall brown mare glared at me. "I'm Ginger," she said in a nasty voice. "And you're in my box. They moved me to make room for you!"

"I'm sorry," I said. "This is where the groom put me."



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Later, Ginger went out. Then Merrylegs told me about her.

"Ginger bites people," he said. "Once she bit James, the stableboy, on the arm. Now the children are afraid to come to the stables. Perhaps they will come now you're here."

"I don't understand why some horses bite people," I replied.

"Ginger says that before she came here, her master was unkind to her. That's why she bites. But this is a lovely place. Squire Gordon never uses a whip and James is very kind. So is John, the groom," Merrylegs said.

The next morning, John brushed my coat and then put a saddle and bridle on me. He was a good rider and I enjoyed galloping with him on my back.

On our way home, we met Squire Gordon and his wife. John pulled on the reins and I stopped next to them.

"How is our new horse, John?" asked the squire. "Did you have a good ride?"

"He's a fine horse, sir," said John. "He's fast, but he obeys the lightest touch on the reins. I think he was treated well before he came to us."

"Good," said the Squire. "I will ride him tomorrow."

In the morning, the Squire came to ride me. As we trotted along, I tried to do exactly what he wanted. When we came home, Mrs Gordon was waiting at the door.

"Do you like our new horse, dear?" she asked.

"I like him very much," he said. "What shall we call him?"

"He's beautiful," his wife replied. "And he has a shiny black coat. I like the name Black Beauty."

"That's a good name! Let's call him Black Beauty," said the Squire.

A few days later, Ginger and I pulled the Squire's large carriage. I was worried about working with Ginger, but we trotted together very well.



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I was happy in my new home. I became good friends with little Merrylegs, but I missed my first home. There, I lived in a field. I loved to gallop around the field. Now I lived in a stable. When John rode me, I wanted to gallop all the time. But John was kind to me. He let me gallop a bit.

On Sundays, when Squire Gordon and his wife stayed at home, we were put in a field next to the house. There, we galloped about as much as we wanted. The grass was cool and soft, and the air smelled sweet. When we finished galloping, we stood together under a chestnut tree and talked about our lives.

Active vocabulary

<i>bridle</i>	drop the 'l' to make a new word
<i>field</i>	remind class of the rule for 'i' before 'e' except after 'c'
<i>gallop</i>	note the 'll' in the middle
<i>gentle</i>	'g' is soft and sounds like 'j'
<i>groom</i>	note the 'oo' in the middle
<i>handsome</i>	an adjective usually used to describe men
<i>reins</i>	<i>reins</i> and <i>rains</i> are homophones
<i>saddle</i>	note the 'dd' in the middle
<i>stable</i>	'le' is a common word ending
<i>trot</i>	rhymes with <i>hot</i>

Passive vocabulary

bit blacksmith break in carriage coat fine manners master oats pony straps

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 2 of their Workbook to practise the new vocabulary.
- Point out that this story happened in the 1800s before there were cars. It was a time when people travelled by horse. Ask the children what they know about riding a horse.
- Read the title of Chapter 1. Explain that Birtwick Park is the name of a large country house that has a lot of fields and trees round it. Ask *Who do you think lives in large country houses, rich people or poor? Do you think horses like living in the country? Why?*

- Tell the children to look at the picture on page 3. Ask *How many horses are there? Which horse is Black Beauty? What are the horses doing?*
- Tell the children to look at the picture on page 5. Ask *What is the man doing? Is Black Beauty older now? How do you know? Where are they? Does the man look like a kind or unkind man?*
- Tell the children to look at the picture on page 7. Ask *Where is Black Beauty? Which horse looks unhappy, the white horse or the brown one? Which horse is the smallest? What do you think their names might be?*
- Tell the children to look at the picture on page 9 and to describe the picture. Ask *Who do you think the man and woman are? Do you think the woman likes Black Beauty? Do you think the man and woman have to work hard for their money?*
- Tell the children that the story is told by the horse, Black Beauty. Ask the children what they know about horses. Ask *Do you think horses have an easy life or a difficult life? What do they need to be healthy and happy?*
- Ask the children if they have ever seen a film of *Black Beauty*.
- Explain that they are going to read about a man called *Squire Gordon*. In the past, a squire was a man who owned lots of land in England. He lived in a big house and he paid men to work for him.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter expressively to the class (or play the audio download). Do not stop to explain anything or to ask questions. Ensure the children are following in their books.
- Choose whichever of the following options is most appropriate for your class:
 - Read the chapter again and encourage the class to read it with you.
 - Read the chapter again, a paragraph at a time, and ask the class (or individuals) to read each paragraph aloud after you.
 - Do not read again yourself. Ask groups or individuals to read the chapter aloud, a paragraph at a time.
- Read (or play) the chapter again, a paragraph at a time. Explain the meaning and pronunciation of the words listed as passive vocabulary (and any other unfamiliar words).
- Discuss how the pictures can help the reader guess the meaning of the text.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 3 of their Workbook.

- 1 *Whose first home was a large field with a pond in the middle of it?*
- 2 *What did the young horse learn to eat?*
- 3 *What did the young horse do when his mother was working?*
- 4 *Did the young horse kick and bite?*
- 5 *What did Duchess tell her son about his grandparents?*
- 6 *Where did Black Beauty have some white on him?*

- 7 What did the young horse have to do for Squire Gordon?
- 8 Who said, 'He's a fine horse. I would like to buy him.'?
- 9 What did master mean when he said, 'I will break him in for you first.'?
- 10 Why did Black Beauty's master put a bridle on him?
- 11 Where did the master put the bit?
- 12 What was attached to the bit?
- 13 What did the master put on Black Beauty's back?
- 14 What did the master do with the straps?
- 15 What did Black Beauty have to get used to?
- 16 What did the blacksmith do?
- 17 Why did Black Beauty need heavy metal shoes?
- 18 What did Black Beauty learn to wear?
- 19 What did the blinkers do?
- 20 Who did Black Beauty work with?
- 21 Who lived at Birtwick Park?
- 22 What did the groom do when he jumped off Black Beauty's back?
- 23 What did the groom give Black Beauty to eat?
- 24 Who was in the loose box next to Black Beauty?
- 25 What did Merrylegs do for the children and Mrs Gordon?
- 26 Why did Ginger glare at Black Beauty?
- 27 What did Ginger do to people? Why?
- 28 Who is James? Is he kind to the horses?
- 29 Who is John? Is he kind to the horses?
- 30 Who obeyed the lightest touch on the reins?
- 31 Who gave Black Beauty his name?
- 32 Who let Black Beauty gallop a lot?

- Ask the children to find an example of questions and exclamations in the chapter. Draw attention to the punctuation. Read it aloud, and draw attention to how your tone of voice changes.
- Ask the children to find and read aloud examples of words containing: 'ei', 'ie', 'ai', 'oo', 'oa'.
- Ask the children to find and read aloud any words containing a double consonant (for example, *middle*). Discuss the meaning of *merry* in *Merrylegs*.
- Ask the children to find and read aloud sentences with the past tense of: *gallop*, *trot*. Make sure they pronounce 'ed' like 't' in *galloped* and like 'id' in *trotted*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 Why did Duchess tell her son that his grandfather was a champion racehorse and his grandmother was a good-tempered animal?
- 2 Why do you think Squire Gordon looked at Black Beauty's legs, mouth and eyes before he bought him?
- 3 How did Black Beauty feel about being broken in by his master?
- 4 Why do you think the blacksmith nailed the heavy metal shoes to Black Beauty's feet?

- 5 *How did Black Beauty feel about wearing the collar and the strap under his tail?*
- 6 *How do you think Duchess felt when Black Beauty went away with Squire Gordon?*
- 7 *How do you think Black Beauty felt when the groom led him into a loose box?*
- 8 *How do you think Miss Jessie and Miss Flora felt about Merrylegs?*
- 9 *Why do you think Merrylegs is happy living at Birtwick Park?*
- 10 *What did Black Beauty learn about Ginger and why she bit people?*
- 11 *How did Black Beauty feel about riders on his back?*
- 12 *How do you think Black Beauty felt when Mrs Gordon named him?*
- 13 *Do you think Ginger liked pulling the squire's carriage with Black Beauty?*
- 14 *Which home do you think Black Beauty liked most? Why?*
- 15 *Which day of the week did Black Beauty like most? Why?*

Stage 2 comprehension (extra)

Characterisation Ensure that the children understand that the story begins with Black Beauty telling about his first home when he was a young horse. At that time, he did not yet have the name Black Beauty. The children should understand that Black Beauty comes from a good breed of horses and has been treated well. Discuss the characters introduced in this chapter: Black Beauty, Duchess (his mother), their master (unnamed), Squire Gordon (master at Birtwick Park), Mrs Gordon and her daughters Jessie and Flora, Merrylegs, Ginger, James (the stableboy), John (the groom).

- Discuss what the children have discovered about Black Beauty in this chapter.
- Has anyone in the class ever moved house? Discuss what it was like moving into a strange house and not knowing any people or the area. How did it feel? What did the children find difficult? (If not many children have had the experience, ask them to imagine what it would be like.)
- Ask the children what they think of Ginger. Ask them if they have known children who kick or bite. Ask *Do children and horses need people to show them kindness? How do horses and some children behave when their young life is very unhappy? Do you think Black Beauty will be friends with Merrylegs and Ginger?*
- Write some of the words from the story on the board and 'forget' to put in the vowels. Leave spaces for them. Ask the children to supply the missing vowels.
- Play a rhyming game. Write these words from the chapter on the board: *bite, box, kind, house, gate, name, oats, trot, strap, tail*. Brainstorm as a class, and write down on the board, as many words as possible that rhyme with each word.
- Elicit from the class anything they know about England – both country life and city life.
- Write these words on the board: *grandfather, racehorse, sometimes, forehead, blacksmith, stableboy*. Then read them and ask the children which two words make up each compound word. Discuss the meanings of the words. (Point out that in *forehead*, *fore* is actually a prefix that means front and so it is not really a compound noun like the other words. Also you might want to explain that in *blacksmith*, a *smith* is a person who works with metal. A person who forges iron is a blacksmith.)

- Write (–) on the board and tell the children it is called a dash. Point out that it is sometimes used when the author wants to add information or explain something she has just written. Ask the children to find and read aloud sentences with dashes in the chapter. Discuss the use of the dash in each sentence.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 2 Ginger

Pages 11 to 17

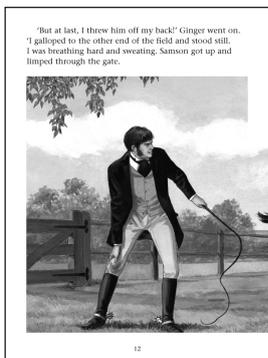
CHAPTER 2
Ginger

One day, Ginger and I were standing under the chestnut tree. I told her about my old master and how kind he was to me. Ginger snorted and then she told me her story.

"My first years were very different," she said. "When I began to eat grass, two men came into the field and took me away from my mother. They had a bridle and a whip. One of them was my master, Samson. He held my mane and the other man pushed the bit into my mouth very roughly. I was shocked – it hurt so badly. Then Samson started to pull me along by the bridle. The other man whipped me."

"I hated Samson. His father was a kind man, but he was very old so Samson did most of the work on the farm. One day, he made me trot round the field until I was so tired that I nearly fell. The next day, he put a bridle on me and threw a saddle on to my back."

"Samson told people that he was an excellent rider. That day, I made a plan to teach him a lesson. He got on my back and pulled hard on the reins. I reared up on my back legs and Samson started to whip me. I kicked and bucked and reared. I tried everything to throw this terrible man off my back. He held my mane and dug his sharp metal spurs into my sides. The spurs cut me badly."



"I stood there for a long time. It was a hot day. Flies buzzed around me. I was hungry and very thirsty. Then, as the sun went down, Samson's father came into the field and walked up to me. He patted me and fed me some oats. "Owe Ginger," he said. Then he led me to the stable. He gently took off my saddle and bridle and filled my bucket with cold water."

"As he washed the blood from my sides, Samson came into my stable. The old man shook his head at him and said, "Look at poor Ginger! If you treat a horse badly, it will treat you badly too!"

"I didn't see Samson again. A groom looked after me, and the old man came to see me every day. When my sides got better, the old man sold me to a smart man from London. He had one brown horse to pull his carriage and he wanted another one. I hoped he was a kind man. But when he put on my harness, he made me wear a special rein called a bearing rein."

"I hope you never have to wear one, Beauty. It is so tight that it pulls your head up very high. The pain is terrible. I had to wear a very sharp bit, too, and it made my mouth bleed. I hated my work. Some days we were out with the carriage for hours. We had to stand and wait for our master when he went to a party or to the theatre. If we didn't stand still, the coachman whipped us."

"Our master didn't care about us at all. He just wanted his horses to look smart so that all the fashionable people admired them."

"The other horse said that he soon got used to the bearing rein, but I never did. Then, one day, I ran away. I was caught and then sold again. The groom at the new place was as bad-tempered as Samson. He often hit me with his broom. In the end, I bit him and I was sold again. That's when I came here, to Birwick Park. Everyone is kind here, but I will never trust a man. All men are my enemies."

"I felt very sorry for Ginger. But as the weeks passed, she grew happier."

"Ginger needs kindness, the poor thing," said John the groom to Squire Gordon. "She'll soon be as good as Black Beauty."

A few days later, some children came to play with Miss Flora and Miss Jessie. The children rode on Merrylegs the pony. When John brought him back in the evening, he said, "Behave yourself in future, Merrylegs. Or you will be in trouble with the squire!"

"I asked Merrylegs what happened."

"The children rode me for a long time," Merrylegs explained. "One of them wanted me to go faster and faster, and he hit me with a stick. But I was tired, so I stopped suddenly and the child fell off."

"Merrylegs! It wasn't Miss Flora or Miss Jessie, was it?" I cried.

"Oh, no, they are always kind to me. It was one of the boys. He hit me with a stick. He wanted me to go faster. When John saw the stick, he was angry."

"Good for you!" said Ginger. "Did you kick the boy, too?"

"No. I never kick," replied Merrylegs. "It's my job to look after those children. Squire Gordon trusts me. If I start to kick, they will sell me, and I like it here."

Squire Gordon was never cruel to his horses. If he saw anyone being cruel to a horse, he became very angry and upset. One day, he was riding me home when we saw a pony pulling a small cart. When the pony came to Birwick Park, he turned to go in the gates. The man pulled him back so roughly that the pony nearly fell. Then he began to whip the little horse. The man was called Sawyer, a builder who sometimes worked at Birwick Park."

Squire Gordon shouted at him to stop.

"I didn't want him to turn!" cried Sawyer. "I wanted him to go straight on. He deserves a good whipping!"

"Your pony often brings you to Birwick Park," said the Squire. "He was very clever to remember the way. You must never be so cruel to a little pony."

We walked back to the stable. Squire Gordon patted my neck as he handed the reins to James the stableboy. His face was very sad and I knew he was thinking about Sawyer and his poor little pony."

Active vocabulary

<i>blood</i>	the 'oo' is pronounced like 'u' in <i>mud</i> ; <i>blood</i> is a noun and the verb is <i>bleed</i>
<i>cruel</i>	two syllables: <i>cru</i> + <i>el</i> (sounds like <i>croo</i> – L)
<i>different</i>	the first 'e' is often incorrectly left out by some children when spelling this word
<i>excellent</i>	the verb 'excel' is turned into an adjective by adding the suffix 'ent'; 'c' sounds like 's' after 'ex'
<i>fashionable</i>	the noun 'fashion' is turned into an adjective by adding the suffix 'able'
<i>future</i>	sounds like 'few' + 'cher'
<i>sweat</i>	rhymes with <i>bet</i>
<i>terrible</i>	the opposite is <i>wonderful</i>
<i>trust</i>	rhymes with <i>must</i>
<i>wash</i>	'wa' sounds like the 'wa' in <i>water</i>

Passive vocabulary

bucked carriage coachman enemies limped mane patted pony reared snorted spurs treat whip

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 4 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 2. Ask *What do we know about Ginger?*

- Tell the children to look at the picture on pages 12 and 13. Ask *Which horse do you see? What is she doing? What do you think happened to the man? What has he got in his hand? What has he got on his boots? Do you think he is a kind young man?*
- Tell the children to look at the picture on pages 14 and 15. Ask *Do you see Black Beauty or Ginger pulling a carriage with another horse? Where are they? What is the man in the carriage doing? How does the horse feel? Are the man and woman poor or rich?*
- Tell the children to look at the picture on page 16. Ask *Which horse do you see? Who do you think the two girls are? What is the boy on the horse doing? How do you think the horse feels? How does the man feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 5 of their Workbook.

- 1 *What did Samson do to Ginger when he took her away from her mother?*
- 2 *What did the other man do to Ginger when they took her?*

- 3 *How did Ginger feel when Samson and the other man took her away? Why?*
- 4 *Why did Samson do most of the work on the farm?*
- 5 *What did Samson tell people?*
- 6 *What did Ginger do to teach him a lesson?*
- 7 *What did Samson do with his sharp metal spurs?*
- 8 *What did Ginger do after she threw Samson off her back?*
- 9 *Who patted Ginger and fed her some oats?*
- 10 *What did Samson's father say to him?*
- 11 *Who did Samson's father sell Ginger to?*
- 12 *What did Ginger tell Black Beauty about bearing reins?*
- 13 *How did Ginger feel about wearing a bit? Why?*
- 14 *What did the coachman do if Ginger and the other horse didn't stand still?*
- 15 *What did the smart man from London care about?*
- 16 *What happened to Ginger after she ran away?*
- 17 *Why did the next master sell her to Squire Gordon?*
- 18 *What did John understand about Ginger?*
- 19 *Why did John tell Merrylegs to behave herself in future?*
- 20 *How did John feel when he saw the boy hit Merrylegs with a stick?*
- 21 *Why didn't Merrylegs kick the boy with the stick?*
- 22 *Why did Sawyer's pony turn to go in the gates at Birtwick Park?*
- 23 *What did Squire Gordon tell Sawyer?*

- Ask the children to find examples of people and animals speaking in the chapter. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken. Elicit that these are the words that go inside the speech marks.
- Ask the children to find words with two syllables, such as *master, roughly, father, mother, bridle, saddle*. Read the words aloud, tapping out or clapping the syllables as you read.
- Ask the children to find and read aloud proper nouns in the chapter. Elicit that each begins with a capital letter because it is the particular name of a person or place.
- Ask the class to find and read aloud verbs which end in 'ed' in the past tense where the 'ed' sounds like 't', for example *pushed, whipped, kicked, bucked*.
- Ask the children to find adjectives in the chapter and say who or what they describe, for example *kind master, old man, tired horse*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How old do you think Ginger was when the two men took her away from her mother? Why?*

- 2 *How do you think Samson's father felt about him and the way he treated Ginger?*
- 3 *Why do you think Ginger never saw Samson again? What happened to him?*
- 4 *What do you know about the smart man from London?*
- 5 *How do you think the coachman felt when he had to sit for hours waiting for the master? Why do you think he treated the horses badly?*
- 6 *Why did Ginger tell Black Beauty, 'All men are my enemies.'?*
- 7 *What lesson did Merrylegs want to teach the boy with the stick? Why?*
- 8 *Do you think Merrylegs wanted to kick the boy she threw off her back? Why?*
- 9 *How do you think Sawyer's pony felt when he began to whip her?*
- 10 *What did Squire Gordon think of Sawyer and his pony?*

Stage 2 comprehension (extra)

Plot Ask the children to list the main things that happened in this chapter. Write their ideas on the board in the correct sequence, for example: *Two unkind men, Samson and another man, took Ginger away from her mother. Samson treated Ginger very badly. Samson told people he was an excellent rider and Ginger wanted to teach him a lesson. Ginger threw Samson off her back and he cut her with his spurs, and so on.*

- Write these words on the board and ask the children to find and read aloud sentences with these words in them. Discuss how Ginger felt about each and why: *bridle, whip, spurs, oats, bearing rein, a bit.*

- Write these words on the board: *a whip* (noun), *whipped* (verb), *a bit* (noun), *bit* (past tense of the verb 'bite'). Ask the class to find and read aloud sentences with these nouns. Then ask the children to find and read aloud sentences with these verbs.
- Write *Flies buzzed around me* on the board. Ask *Who said this? How did she feel about the flies? Why were they buzzing around her?* Ask the children how horses try to get flies off of them. Explain that *buzz* is an onomatopoeic word (it sounds like the sound it describes). You might like to allow the children to pretend they are bees buzzing around the classroom!
- Write *bad-tempered* on the board. Ask *Who is described as bad-tempered in this chapter?* (the groom at the new place, Samson) *What is the opposite of bad-tempered? Who is described as good-tempered in Chapter 1?* Explain that some, but not many, adjectives are made of two words that are hyphenated.
- Ask the children what sort of things make them angry or bad-tempered. Talk about ways you can stop yourself from getting angry or being bad-tempered.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 3 The storm

Pages 18 to 24

CHAPTER 3
The storm

A few weeks later, John hitched me to the small carriage. Squire Gordon came out of the house and John helped him up into the seat. I always enjoyed pulling the small carriage. It was a light carriage and the high wheels sang as we drove along the road. It was a wet autumn day and the wind blew dead leaves in front of us.

It began to rain again. Soon we came to a little wooden bridge and I could see that the river was almost level with it. 'We've had a lot of rain, John,' said Squire Gordon. 'Yes, sir,' replied John. 'Look at the fields.' Some of the lower fields were completely under water. We crossed the bridge but part of the road was under water, too. It came up to my knees.

'I'll be as quick as I can, John. We must get back home before the rain gets worse,' the Squire said.

The road went through a small wood and at last we arrived at the town. We stopped outside an office and Squire Gordon went in.

He was in the office for a long time. As we waited, it started to rain heavily on my back and the cold wind blew against me. When the Squire came out, it was almost dark. 'Sorry I was a long time, John,' he said. 'Come on, Beauty – let's go home!' John shook the reins lightly and we set off.



18 19

We went back to the crossroads and then down a long, winding lane. When at last we reached the little wooden bridge, we saw that there was water across its middle. John called out, 'The river is very high, sir. There's water on the bridge. But that sometimes happens in heavy rain.' He pulled the reins and spoke to me. 'Go on, Beauty. Take us over the bridge.'

As soon as I stepped on to the bridge, I felt that something was wrong. I stopped straight away. John jumped down again and tried to lead me across the bridge. 'Come on, Beauty!' he said.

But I refused to move.

Then a man from a nearby cottage came running towards us.

'Stop! Stop!' he cried. 'The bridge isn't safe – it's broken in the middle! If you try to cross, you will all fall in the river!'

John put his arms round my neck. 'You Beauty!' he whispered. 'You saved our lives. Then he climbed back into his seat.'

As we trotted along the river bank, the wind died down and the rain stopped. Squire Gordon and John were quiet for a long time.

Then the Squire said, 'Men are very clever, John. But sometimes an animal is cleverer. Black Beauty saved our lives tonight. We must respect our animals and be kind to them.'



20 21

When we got back to Birtwick Park, Mrs Gordon ran out of the house to meet us.

'Are you all right, my dear?' she cried. 'Did you have an accident? I was so worried about you – the weather here is terrible and you are so late!'

'Thanks to Beauty, we did not have an accident,' her husband replied. 'Black Beauty saved our lives.'

Then Squire Gordon and his wife went up to the house, and John led me to my stable. He rubbed me dry and gave me lots of oats. Then he spread the straw thickly on the ground so I could lie down and rest.

One morning in December, Squire Gordon came to the stables with a letter in his hand. John put down his hay fork and went to meet him.

'I want to talk to you about James, your stableboy. Is he a good worker?' he asked John.

'Oh, yes, sir,' John replied.

'And does he do as you tell him?' Squire Gordon asked.

'Always,' John said. 'And the most important thing, if I may say so, sir, is that he loves the horses.'

'Very good, John,' said Squire Gordon.

At that moment James came into the stables.

'Put down your bucket, James, and come here,' said the Squire. 'I have got a letter from my wife's brother, Sir Clifford Williams. He is looking for a new groom – a young man who can run his stables and drive his carriage. His old groom is too ill to carry on. So I thought of you, James.'



22 23

'You must decide, James,' said Squire Gordon. 'Go home and think about it. It's a chance for you to show what you can do.'

For the next few weeks, James learnt how to drive the carriage. John sat next to him and told him what to do. We went into the town and James learnt how to drive on busy roads. I helped him as much as possible. One day, as he put on my harness, James whispered to me, 'It's just you and me today, Beauty! I don't need John any more.'

24

Active vocabulary

<i>accident</i>	the first 'c' is a hard 'c' and sounds like 'k' but the second 'c' sounds like 's'
<i>bridge</i>	'g' sounds like 'j'
<i>busy</i>	'u' sounds like 'i' and 's' sounds like 'z' (bizee)
<i>clever</i>	remember the phrase: <i>you are ever so clever</i>
<i>cottage</i>	note the 'tt' in the middle
<i>immediately</i>	many adverbs end in 'ly'
<i>level</i>	the two 'e's are level with 'v' but the two 'l's are higher
<i>respect</i>	other words with the root word 'spect' include <i>inspect</i> , <i>spectator</i> , <i>spectacular</i>
<i>spread</i>	find the word <i>read</i> 'hiding' inside
<i>whisper</i>	you whisper in someone's ear when you do not want others to hear you

Passive reading

die down embarrassment hitch rub save storm stroke

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 6 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 3. Ask *What happens when there is a storm? What do you think will happen to Black Beauty in this chapter?*

- Tell the children to look at the picture on page 19. Ask *What is the weather like? Where is the tree? Why has Black Beauty stopped? Why is Squire Gordon holding his hat? Who is holding the reins? How do you think they feel?*
- Tell the children to look at the picture on page 21. Ask *Where is Black Beauty now? What is John doing? What is Squire Gordon doing? How does Black Beauty feel? What do you think has happened?*
- Tell the children to look at the picture on page 23. Ask *What has Squire Gordon got in his hand? Who is standing behind Squire Gordon? Is the other person a man or a boy? Where are they? What is Black Beauty doing?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 7 of their Workbook.

- 1 *Why was the river almost level with the little wooden bridge?*
- 2 *When Black Beauty crossed the little wooden bridge on the way to town, how much water was on the road?*
- 3 *What did Black Beauty and John do while Squire Gordon was in the office?*

- 4 *Why did Squire Gordon say, 'Let's get out of this wood.'?*
- 5 *Why did Black Beauty stop immediately?*
- 6 *What did John say was the only thing they could do?*
- 7 *What did John want Black Beauty to do when he saw the water on the bridge?*
- 8 *Why did Black Beauty refuse to cross the bridge?*
- 9 *What did the man in a nearby cottage tell John and Squire Gordon?*
- 10 *What did the man in the nearby cottage do when he saw John trying to pull Black Beauty across the bridge?*
- 11 *Who saved whose life?*
- 12 *What did Squire Gordon say to John as Black Beauty trotted along the river bank?*
- 13 *What did John do for Black Beauty when they returned to the stable that night?*
- 14 *Who was John's stableboy? Was he a good worker?*
- 15 *Who was Sir Clifford Williams and what was he looking for?*
- 16 *Did John think James was too young for the job?*
- 17 *What did John tell Squire Gordon about James's work?*
- 18 *What did James have to learn?*
- 19 *Who helped James as much as possible on the busy roads?*
- 20 *What did James whisper?*

- To demonstrate how important verbs are to the meaning of the sentences, read some of the sentences from the chapter, omitting the verbs. Ask the class to supply the missing verbs. Remind the class that every sentence must have at least one verb in it.

- Ask the children to find and read aloud any words containing: 'ow', 'au' or 'ou'.
- Write these words on the board: *hitched, wheels, crashed, carriage, shoulder, whispered, accident, immediately*. Ask the children how many syllables are in each word and ask them to tap out the syllables as they read the words.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *How do you think Squire Gordon and John felt when it began to rain again?*
- 2 *How do you think Black Beauty and John felt when they were waiting outside the office for Squire Gordon?*
- 3 *How do you think Black Beauty, Squire Gordon and John felt when the tree crashed to the ground in front of them?*
- 4 *How did John feel after the man stopped them from crossing the bridge?*
- 5 *Do you think Squire Gordon thought that Black Beauty was a special horse? Why (not)?*
- 6 *Why did John give Black Beauty lots of oats and a thick bed of straw that night?*
- 7 *What did Sir Clifford Williams say in his letter to Squire Gordon?*

- 8 *How did James feel when Squire Gordon told him about the new job? Why?*
- 9 *Why did James have to learn to drive on busy roads?*
- 10 *How do you think Black Beauty felt when James was learning to drive the carriage?*
- 11 *How do you think Black Beauty helped James on the roads?*
- 12 *How do you think James felt when he whispered, 'I don't need John any more.'?*

Stage 2 comprehension (extra)

Author's style Point out how the chapter is written in two sections with a gap between them. Explain that this is the way the author shows the passing of time. The gap denotes that some time has passed since the previous section. Ask the children how much time they think had passed (about two months).

- Ask the children to find and read aloud adverbs ending in 'ly' on pages 18 and 19. Ask the children what verbs they describe.
- Point out that there are lots of adjectives in this chapter. Ask the children to find the adjectives describing these nouns on page 18: *carriage* (small), *wheels* (high), *day* (wet autumn), *leaves* (dead), *bridge* (little wooden), *fields* (lower), *wood* (small), *wind* (cold). Discuss how adjectives make the story come to life for the reader.
- Write the word *immediately* on the board. Show the children how it can be broken down into five syllables: *im/me/di/ate/ly*. Note how the word which has a double consonant is split up. Ask the children to read these words and split them into three or four syllables: *accident, important, stableboy, embarrassment*.

- Write *as + adjective + as* on the board. Ask the children to find and read aloud the two sentences in this chapter with *as + adjective + as* (as quick as I can; as strong as a man). Discuss the meaning of these two sentences. Ask the children to make similar sentences about Black Beauty using these adjectives: *black, clever, brave, hungry, tired*.
- Write these phrasal verbs from the chapter on the board: *set off, get out of, run away, call out, die down, lie down, carry on*. Ask the children to find and read aloud the sentences in which they are used. Discuss the meaning of these verbs. Ask the children if they can think of other phrasal verbs.
- Discuss what Squire Gordon means when he tells James that it's a chance for him to show what he can do. Ask the children if they like to be given challenges so they can prove they are able to do something well. Ask if they have had experiences where they were given such a chance.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 4 The fire

Pages 25 to 30

CHAPTER 4
The fire

James! Get Beauty and Ginger ready! John shouted. And be quick about it. The squire and Mrs Gordon are going to visit some friends and they live a long way away. James immediately stopped what he was doing and went to fetch our harnesses.

When we were ready, Squire Gordon helped his wife into the carriage, and James jumped up into the driving seat. John handed James his whip. Now remember, James. Don't go too fast. And do as the master tells you!

Then we set off. Ginger and I knew it was the first long journey for coachman James and we wanted to behave well for him.

After a long time, we arrived at a small town. We stopped outside an inn in the market square. Squire Gordon and his wife went inside for their dinner. Two stablemen came out and led us into the stables. James watched as they untitched the carriage and rubbed down our coats.

'You're a quick worker!' he said to the older man.

'I began to work with horses when I was twelve years old,' the man replied. 'It's good to see two animals who are so well looked after. Who is your master, young man?'

'Squire Gordon of Birtwick Park,' said James. I knew he was proud of us.

'Squire Gordon is a good rider and he's very kind. You're lucky to work for such a man,' the older stableman said.

Later, the younger stableman brought another horse into the stables. He began to rub the horse down. Then another young man came in. He was smoking a pipe. The two young men chatted together. Then the stableman said, 'Towler, will you do something for me? We're busy tonight, and I still have to feed all these horses. Will you go up to the hay loft and bring me a bundle of hay?'

His friend puffed on his pipe and frowned. 'I'm not paid to work here, you know?' he said. But he started to climb the wooden ladder to the hay loft.

When we were all clean and dry, and eating our oats, James came to check that we were comfortable. Then he went out and the old stableman locked the stable door.



The next thing I can remember was a strong, burning smell. It was dark but I knew that the stable was full of smoke. I heard Ginger cough and stamp her feet. Another horse neighed. Then I heard a crackling sound in the hay loft above my head and saw tall red flames.

'Ginger!' I whispered. 'The stables are on fire! We can't get out. The doors are locked!'



At last we heard footsteps. Then someone unlocked the stable door. The young stableman ran in with a lamp and began to untie the horses. He tried to pull one horse out of the stable with a rope. But the horse was frightened and he refused to move. The stableman tried to untie another horse, and then another, and then he came to me. I was terrified. My legs were shaking. I stood quite still as the flames spread along the wooden walls of the stable.

The crackling sound turned into a loud roar. I heard a man crying. 'Fire! Send for the fire engine!'

Then the old stableman came in. He was quiet and calm. This made the horses feel calmer, too. One by one, he led three horses out of the stable, away from the fire. But Ginger and I were still inside. We thought that we were going to die in this terrible fire.

But then I heard another voice. 'Come on, Beauty! We'll soon be out in the fresh air. It was James! He took off his scarf and tied it round my eyes. I was not able to see the flames and the smoke and so I felt calmer. He stroked me and talked quietly to me as he led me out.

Outside in the stable yard, James pulled off the scarf and handed my rope to a man who was standing nearby. 'Take this horse and I'll go back for the other one!' he shouted. I stood and waited for him to come back with Ginger.

Some of the inn's windows were open now. People were looking out of them at the fire and shouting. Then I heard the squire's voice. 'James Howard! James Howard! Are you in there?'

There was no answer. I saw thick smoke coming out of the stable door. And then I saw James! He was leading Ginger out of the stable. She had the scarf over her eyes. She was shaking with fear.

Squire Gordon put his arms round James' shoulders. 'You brave boy!' he said. 'You saved my two best horses. Are you hurt?'



James shook his head. He was not able to speak because of the smoke in his throat. Tears ran down his face as he stroked us.

Soon we heard the sound of wheels and galloping horses. 'It's the fire engine!' someone cried.

The horses stopped and the firemen jumped down. 'They'll put the fire out now,' said the Squire. 'I hope all the horses are safe.'

There was another inn on the other side of the market square. The Squire led me across the square and James led Ginger. They settled us into the stables with the other horses.

In the morning, James fed us and filled our water buckets. There were lots of stablemen and grooms. Everyone was talking about the fire.

'I don't understand how it started!' said one man.

'Does anybody know?'

Another man said, 'Someone told me they saw Dick Towler in the stable last night. He was smoking a pipe.'

'Smoking a pipe? Doesn't the young fool know that it's dangerous to smoke a pipe inside a stable?'

'Dick went up to the hay loft to get some hay. I think he left his pipe up there and it set fire to the hay,' the second man said.

Then the Squire and Mrs Gordon came to see us. 'Are you all right, Beauty?' the Squire asked and he gently stroked my neck. Then he turned to James. 'Thank you, my boy,' he said. 'We're both very proud of you.'

Active vocabulary

<i>behave</i>	point out the two words inside: <i>be</i> and <i>have</i> ; it is a long 'a' sound in 'have' so the second syllable rhymes with <i>brave</i>
<i>brave</i>	other words ending in 'ave' are <i>behave, cave, save, wave</i>
<i>calm</i>	the 'l' is silent
<i>dangerous</i>	a three-syllable word; the 'g' sounds like 'j'
<i>fetch</i>	'tch' is a common consonant cluster ending, as in <i>itch, ditch, witch</i>
<i>journey</i>	'our' sounds like 'er'
<i>neigh</i>	the sound a horse makes; rhymes with <i>way</i> and <i>weigh</i>
<i>proud</i>	the 'ou' sounds like 'ow'
<i>smoke</i>	rhymes with <i>broke</i>
<i>throat</i>	sounds like <i>throw</i> with a 't' at the end

Passive vocabulary

bundle chatted cough flames fool hay loft inn ladder lucky pipe stroked terrified

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 8 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 4. Ask *What do you think this chapter is going to be about?*

- Tell the children to look at the picture on pages 26 and 27. Ask *Where is Black Beauty? How many horses are there? What are they doing? Who do you think the older man might be? Who do you think the younger man might be? What do you see next to the ladder on the floor? What do you see on the hay loft?*
- Tell the children to look at the picture on page 29. Ask *What is happening? What is on Black Beauty's eyes? How do the horses feel? How do you think the men feel? What do you think caused the fire?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 9 of their Workbook.

- 1 *Where were Black Beauty and Ginger taking Squire Gordon and Mrs Gordon?*
- 2 *Who was in the driving seat of the carriage?*
- 3 *What did John tell James as he handed him the whip?*
- 4 *Why did the horses want to behave well?*
- 5 *Why did Squire Gordon and his wife go inside the inn?*
- 6 *Who took Black Beauty and Ginger into the stable at the inn?*

- 7 *What did the older stableman tell James?*
- 8 *Why did the older stableman tell James he was lucky to work for Squire Gordon?*
- 9 *What did the two young stablemen do when they came into the stable?*
- 10 *Why did the older stableman want the young man, Towler, to go up to the hay loft?*
- 11 *What was Towler puffing on?*
- 12 *Did Towler want to help the older stableman? Why (not)?*
- 13 *What did the old stableman do after James checked that the horses were comfortable?*
- 14 *What did Black Beauty smell?*
- 15 *What did Black Beauty hear Ginger do?*
- 16 *What did Black Beauty hear another horse do?*
- 17 *What sound did Black Beauty hear from the hay loft?*
- 18 *What did Black Beauty see?*
- 19 *What did Black Beauty tell Ginger?*
- 20 *What did the young stableman do after he unlocked the door?*
- 21 *Why was it good that the old stableman was calm?*
- 22 *What did James do for Black Beauty and Ginger? Why?*
- 23 *How did the fire start?*

- Point out the 'oa' in the word *throat*. Ask *What other words in the text have 'oa'?* (coats, oats, roar). Write on the board the following words and ask the children to complete the words with 'oa': *b_ _t, fl_ _t, g_ _t, r_ _d*.
- Write the word *stableman* on the board. Ask the children to use the letters to make new words (stable, man, table, able, mean, blast, last, name, etc.). Do the same with *comfortable* and *coachman*.

- Ask the children to find and read the three verbs in the chapter that have the prefix 'un' (*unhitched, unlocked, untie*). Discuss the meaning of each. Write on the board: *button, cover, do, dress, fold, wind, zip*. Ask the children to change these verbs to their opposite meaning by adding the prefix 'un'.
- Have a class competition. Draw nine buckets on the board. Write each of the following double consonants on each of the nine buckets: *bb, dd, ff, ll, nn, pp, rr, ss, tt*. Ask the children to find as many words as they can in the chapter with these letters. The first to fill all nine buckets correctly is the winner.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Who says, 'I knew he was proud of us.'? Who does 'I' and 'he' refer to?*
- 2 *What did Towler think when the old stableman asked him to go to the loft for a bundle of hay?*
- 3 *Why did Ginger stamp her feet and another horse neigh?*
- 4 *How do you think the young stableman felt when he unlocked the stable door and saw the fire?*
- 5 *Why was the old stableman quiet and calm?*

- 6 *Why did James tie his scarf round Black Beauty's eyes?*
- 7 *How do you think Ginger felt when she saw James come back into the burning stable for her?*
- 8 *What was the squire thinking when he shouted for James Howard and there was no answer?*
- 9 *How do you think James felt when the squire put his arm round James's shoulder and told him he was brave?*
- 10 *What do you think Black Beauty and Ginger said to each other when they were settled into the stables on the other side of the market square?*
- 11 *How do you think Dick Towler felt when he heard about the fire?*
- 12 *What do you think the squire told his wife about James the night of the fire?*

Stage 2 comprehension (extra)

Characterisation Elicit from the children what they discovered about James in this chapter. Ask these questions to encourage the children to think more about James's character: *What did James do when John told him to get the horses ready and be quick about it? What did James do while the two stablemen unhitched the carriage and rubbed down the horses? How did James feel about working for Squire Gordon? What did James do after the horses were clean and dry and eating their oats? What did James do with his scarf? What did James do as he led Black Beauty out of the burning stable? What did James do to help Ginger out? How did James feel after he got the horses out of the burning stable?*

- Play *Opposites*. Write these words from the story on the board: *fast, long, inside, unhitched, quick, older, clean, dry, lock, dark, tall, loud, quietly, open, best, gently*. Divide the class into two teams. Ask the children to give the opposite of each word, one at a time. Award a point for each correct answer. The team with the most points wins.
- Ask the children to find the following words and phrases and complete them. Write on the board with gaps for the children to fill in: *burning sm_ _ _ , crackling s_ _ _ _ , red fl_ _ _ _ , on f_ _ _ , flames spr_ _ _ , loud r_ _ _ , fire e_ _ _ _ , smoke in his thr_ _ _ , tears ran down his f_ _ _ , put out the f_ _ _*.
- Discuss fire safety. Ask *Why did one of the men call Towler a young fool? Do you think Towler wanted to burn down the stables? Why do we need firemen?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen next in the story?*

Chapter 5 Joe Green

Pages 31 to 38

CHAPTER 5
Joe Green

A few weeks after the fire, I heard John and James talking while they were cleaning the harnesses. 'I am going to begin my new job at Clifford Hall soon,' said James. 'Who will be the new stableboy?' 'A boy called Joe Green,' replied John. 'Little Joe Green? I know him. But he's much too young!' cried James. 'He's fourteen,' said John. 'But he's a quick learner and he loves horses.'

The next day, Joe Green came to learn about the job from James. I liked him straight away. He was a cheerful boy and he was very kind to us. 'On James's last day at Birwick Park, he was very sad. 'It's a good job at Clifford Hall,' he said to John. 'But I'm happy here with you and Beauty and the other horses. The master and mistress are good to me and I will miss you all.' 'You'll soon make new friends,' said John. 'And I'm sure you'll do well at Clifford Hall. We will all be proud of you.'

Soon after James began his new job, I heard footsteps in the night. John ran into the stable with a lamp and put on my saddle and bridle. 'Come on, Beauty!' he said. 'We must go to get Dr White – the mistress is very ill.' Squire Gordon was standing outside the stable door. In

the light of the lamp his face looked very white. 'Go as fast as you can, John,' the Squire said. 'Give this note to Dr White and then you and Beauty can rest at the local inn. Come back tomorrow morning.'

We hurried out of the park, through the village and down the hill. Then we reached a long stretch of grass, and John made a noise with his teeth. He did this when he wanted me to go faster. 'Do your best, Beauty!' he whispered. I galloped faster and faster.

We went through a village and then the road went through a dark wood. I galloped up a big, steep hill and down again. At last we came to the town. 'Well done, Beauty!' said John. We stopped outside Dr White's house and John jumped off. I was breathless and my coat was wet with sweat. John knocked on the door and rang the bell, too. The doctor's head appeared at an upstairs window. He was wearing a nightcap.



'What do you want?' the doctor shouted. 'It's the middle of the night!'

'I'm sorry, sir,' John explained. 'But my mistress, Mrs Gordon, is very ill. My master wants you to go to her.'

Two minutes later, the doctor opened the door. 'Can I take your horse?' he asked John. 'My horse is very tired.'

'Black Beauty is tired, too,' said John. 'He galloped nearly all the way here. I wanted to take him to the inn for a rest. But he is a very good horse and he will do whatever we ask him to.'

John helped the doctor to jump on my back. Then he looked at the doctor's whip. 'You won't need that, sir,' he said with a smile. 'Beauty will go as fast as he can. But look after him, please.'

The doctor was a heavy man. He was not such a good rider as John. But I did my best, and at last we came to the gates of Birwick Park. The doctor jumped off and handed my reins to Joe Green. Joe was waiting near the stables. The doctor hurried off to see the Squire's wife.

Joe led me into the stables. My legs were shaking and I was still breathing hard. Sweat was running down my sides. Joe rubbed me down and gave me some hay and some water. 'I won't put a rug on you, Beauty,' he said. 'It will make you too hot.'

Soon after Joe left the stable, I felt very cold and started to shiver. My legs and my chest hurt. I needed the rug to keep me warm. I lay down in the straw and tried to sleep.

When I woke up, John was at my side. I couldn't stand up. John knew how bad I felt. He put two thick rugs on me and then gave me some warm food. 'Poor Beauty!' he whispered. 'Joe Green tried his best, but he didn't know what to do. The silly boy has made you ill. He didn't give you a rug and he only gave you cold water to drink.'

It was very painful to breathe and I shivered all the time. John stayed with me and Squire Gordon came to see me. 'You saved your mistress's life, Beauty,' the Squire said. 'And now we must save your life.'

Joe Green's father was a vet. The next day, he came to help John give me some medicine. 'Please say something kind to Joe,' he said. 'He knows he did the wrong thing and he is very unhappy. But he tried his best, John.'

'I'll talk kindly to him,' said John. 'But this horse is my favourite – and he's the master's favourite, too. If Black Beauty dies, I will be very upset.'

The medicine made me fall asleep. I slept for a very long time. When I woke up, I felt much better.

Joe learnt quickly and John began to trust him. One day, the Squire told him to put on my saddle and take a note to his friend in another village. On our way back, we saw two horses. They were pulling a cart full of heavy bricks. The wheels of the cart were stuck in the mud, and the man with the cart was whipping the horses.

Joe jumped off my back and ran up to the man. 'Stop it, stop it!' he cried. 'The horses are tiring their best, but the wheels are stuck! Let me help you to unload some of the bricks.'

'Mind your own business, you rude boy!' shouted the man. Then he raised the whip again.

Joe was very angry. He jumped on my back and we galloped to the brickmaker's house.

'One of your men is whipping your horses,' Joe told the brickmaker. 'Please go and tell him to stop! He won't listen to me.'

'Thank you,' said the brickmaker. 'I hate anyone being cruel to my horses.' Then he ran to get his hat.

When we got home, Joe told John about the cruel man in the cart. 'You did the right thing, Joe,' John told him. 'You're a good stableboy and you love your horses. That's the most important thing.'

Joe smiled and patted my neck.

When we got home, Joe told John about the cruel man in the cart. 'You did the right thing, Joe,' John told him. 'You're a good stableboy and you love your horses. That's the most important thing.'

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Joe smiled and patted my neck.

Active vocabulary

- appear** point out the 'pp' and the word ear 'hiding' inside
- breathe** point out the word *breath* inside; 'ea' sounds like 'ee'
- hurry** point out the double 'r'
- local** your *local* school is the one nearby
- medicine** a three-syllable word: *med + i + cine*; 'c' sounds like 's'
- rude** rhymes with *food*
- shiver** rhymes with *river*
- silly** point out the word *ill* 'hiding' inside
- stretch** note the two consonant clusters: *str* and *tch*
- vet** the shortened word for a *veterinarian*

Passive vocabulary

- breathless* *brickmaker* *handed*
- mistress* *straight away* *stuck*

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 10 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 5. Tell the class that Joe Green is the new stableboy and he will do James's job when he goes to Clifford Hall. Ask *Do you think Joe Green will be as kind as James was to Black Beauty and Ginger? Do you think he will be a better stableboy than James? Do you think Black Beauty and Ginger will like Joe Green?*

- Tell the children to look at the picture on pages 32 and 33. Ask *Who do you think is holding the reins? Is the horse Ginger or Black Beauty? What is the man in the window wearing? Is it morning or night do you think?*
- Tell the children to look at the picture on page 35. Ask *What is the stableboy doing? Why is Black Beauty lying down with a rug over him? Does Squire Gordon look happy or worried?*
- Tell the children to look at the picture on page 37. Ask *What is the man driving the cart doing? What is in the cart? Is the cart heavy or light for the horse to pull? What is the young man doing? How does he feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 11 of their Workbook.

- 1 *Who thought that Joe Green was too young?*
- 2 *Why did John think that Joe Green would be a good stableboy?*
- 3 *What did Black Beauty think of Joe Green when he came to learn about the job?*
- 4 *What did the Squire want John to take to the doctor? Why?*
- 5 *What did the Squire tell John that he and Black Beauty could do at the local inn?*

- 6 *Why was Black Beauty breathless and wet with sweat when he stopped at the doctor's house?*
- 7 *Why did the doctor appear at the window wearing a nightcap?*
- 8 *Why did the doctor ask John if he could take Black Beauty?*
- 9 *What did John tell the doctor about Black Beauty?*
- 10 *Why was the ride back to Birtwick Park more difficult for Black Beauty?*
- 11 *Who took Black Beauty to the stables when he and the doctor arrived?*
- 12 *Why didn't Joe cover Black Beauty with a rug?*
- 13 *How did Black Beauty feel soon after Joe left him?*
- 14 *What did John whisper about Joe?*
- 15 *What did the Squire say to Black Beauty?*
- 16 *Who was the vet?*
- 17 *What did the vet say to John about Joe?*
- 18 *What did Black Beauty do for a long time?*
- 19 *What did Joe do when he saw a man on a cart whipping his horses?*
- 20 *Why did Joe and Black Beauty gallop to the brickmaker's house?*
- 21 *Was the brickmaker angry at Joe when he told him about the man with the whip?*
- 22 *How did Joe feel about horses?*

- Ask the children to find examples of dialogue in the text. Discuss the use of speech marks. In each case, ask the children what the exact words were that were spoken by the speaker. Point out that these are the words that go inside the speech marks.
- Ask the children to find and read words containing 'ch', 'sh', 'th' or 'wh'.

- Write on the board: *young, cheerful, sad, happy, proud, breathless*. Read the words aloud, tapping out or clapping the syllables as you read.
- Ask the children to turn to page 34. Ask them to find a word that rhymes with: *white* (night), *pill* (ill), *floor* (door), *best* (rest), *ship* (whip), *last* (fast), *brains* (reins), *breaking* (shaking), *bug* (rug), *river* (shiver).
- Read some of the sentences from the chapter but 'forget' the verbs. This will demonstrate how important verbs are to the meaning of the sentences. Ask the children to supply the missing verbs.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What do you think James thought about the night before his last day at Birtwick Park?*
- 2 *What do you think the Squire was thinking as he watched John and Black Beauty ride away from Birtwick Park?*
- 3 *Do you think John was right to give Black Beauty to the doctor? Why (not)?*
- 4 *Why did John tell the doctor he would not need his whip?*
- 5 *What do you think the Squire said to the doctor when he arrived?*

- 6 *Why did Joe think it was better to give Black Beauty cold water?*
- 7 *Was James right when he said that Joe Green was much too young to be a stableboy?*
- 8 *What do you think Black Beauty thought when the squire said, 'You saved your mistress's life'?*
- 9 *How did Joe Green's father feel about his son's mistake?*
- 10 *What do you think John said to Joe about Black Beauty while the horse slept?*
- 11 *Why did the man with the whip call Joe a rude boy?*
- 12 *What do you think the brickmaker said to his worker?*
- 13 *How do you think Joe felt when John told him that he had done the right thing?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph about Joe Green. Ask *What was Joe like, a happy person or unhappy? What did he love? What kind of learner was he? How did Black Beauty feel about Joe? Why? How did Joe feel when Black Beauty was ill?*

- Write these words on the board with gaps for the vowels: *m_st_r, m_str_ss, pr_ _d, f_ _tst_ps, l_c_l, f_st_r, _pp_ _r_d, cr_ _l, _mp_rt_nt, p_tt_d*. Ask the children to fill in the missing vowels.
- Remind the children that proper nouns are capitalised, and give a couple of examples. Ask the children to find all of the proper nouns in the chapter. Write them on the board as they call them out. Point out that 'Dr' is an abbreviation for the title 'Doctor'.
- Write on the board: *black, dry, kind, polite, happy*. Ask the children to tell you a word from the chapter with the opposite meaning (white, wet, cruel, rude, unhappy).

- Discuss the importance of taking care of animals properly. Ask *Have you got any animals at home? Have you ever had to take care of a pet that was ill? Have you ever taken an animal to the vet?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 6 Earlshall Park

Pages 39 to 45

CHAPTER 6
Earlshall Park

One day, Joe led Merrylegs out to the paddock to give rides to Miss Jessie and Miss Flora. When Joe brought him back, the little grey pony had some news for us. 'The mistress is not well again. She and the master are going to live in a warmer country. He is going to sell all his horses.'

I felt very sad. I lived living at Birwick Park. The squire and his wife were very kind to me.

That day, John was very quiet. Little Joe Green always whistled cheerfully, but the sad news made him quiet, too. A few days later, we heard that Merrylegs was going to live with a friend of Squire Gordon, and that Joe was going with him. Ginger and I were sold to Lord Westerleigh of Earlshall Park.

The next day, John took me and Ginger to our new home, Earlshall Park, which was very grand and there were lots of stables. A tall man came out and shook John's hand. 'I'm Mr York, the coachman,' he said. He led Ginger and me to our new horse boxes, where he rubbed us down and fed us.

'Tell me about these two, John,' said Mr York. 'Are they good workers?'

'They're the best pair of horses in the land,' replied John. 'But they are quite different. The black one is gentle and will do anything you ask. But the brown mare can be

difficult. I think she was badly treated before she came to Birwick Park. But she is happy now and they both work very well together. We have never used a bearing rein on them.'

'They will have to wear a bearing rein now,' said Mr York. 'The mistress will ask for it. She's a very fashionable lady. She wants her horses to be fashionable, too.'

Then John parted us both. He looked sad as he said goodbye. I was very sorry to see him go.

In the morning, Lord Westerleigh came to the stables. 'Lady Westerleigh will go out in the carriage today, York,' he said.

'Yes, sir. But the horses have never worn a bearing rein. Can I leave it off?' Mr York asked.

'They must wear it,' replied Lord Westerleigh. 'But don't put it on too tight at first.'

Mr York put on our harnesses and hitched Ginger and me to the carriage. Then he led us round to the front door of the house. Our new mistress Lady Westerleigh came out and looked at us unhappily. But she said nothing and stepped into the carriage.

I didn't like the bearing rein because I couldn't put my head down or stretch my neck. But that first day wasn't too bad. Ginger and I tried our best.

The next day, the bearing rein was much tighter. My neck hurt and the sharp bit cut into my mouth.

'Now you know what it's like, Beauty!' said Ginger. 'If they make the bearing rein any tighter, I will make them sorry.'

The next day, our mistress came down the steps. 'Tighten the bearing reins at once, York!' she shouted. Mr York tightened my bearing rein first. It felt terrible - it was so painful. When he tried to tighten Ginger's reins, she reared and kicked up her back legs. Then she fell down. Mr York called the groom and they unhitched us from the carriage. The groom led me back to the stable and Mr York followed with Ginger.

'The horses don't like that bearing rein!' Mr York said. 'I warned our mistress but she didn't listen.'

Ginger never pulled the mistress's carriage again. A new horse called Max took her place. Max and I had to wear bearing reins. The next few months were terrible for me.

In the spring, Lord Westerleigh went on a trip to London and Mr York went with him. Lady Westerleigh did not drive her carriage. She went riding every day and she chose me to be her riding horse. I enjoyed these rides.

One day, a friend of Lord and Lady Westerleigh, Mr Blantyre, came on a ride with us. He rode Lizzie, a fast but difficult horse.

'I'm very pleased with her,' he told our mistress. 'Let me ride her, then,' our mistress said.

'That's a good idea, Anne,' said Mr Blantyre. 'But she's not an easy horse to ride.'

'Nonsense!' replied our mistress. 'Help me up, now. I want to take this letter to the doctor's house.'

So Mr Blantyre rode me and our mistress rode Lizzie. When we reached the doctor's house, Mr Blantyre jumped down and went through the gate with the letter.



They came to a wide ditch. Lizzie jumped over it and crashed to her knees on the other side. Our mistress fell on to the hard ground. She lay quite still.

Mr Blantyre jumped off my back and knelt beside her. 'Speak to me, Anne!' he said. There was no reply. Her face was white and her eyes were closed.



Our mistress waited for him on Lizzie. I stood next to them.

On the other side of the road, I saw some cart-horses in a field. A boy was driving them through the gate and whipping them. Suddenly, one of the horses ran across the road. He ran straight into Lizzie. She kicked up her back legs and galloped off with our mistress on her back.

I neighed, and Mr Blantyre ran out of the house. He jumped on to my back and cried, 'Come on, Beauty! Your mistress is in danger! We must go after them!'

I galloped fast. Lizzie and our mistress disappeared round a corner. Then we came to a crossroads and Mr Blantyre didn't know which way to go. Luckily, a lady was in her garden. She saw Lizzie gallop past and pointed us to the right road. I started galloping again, and we soon came to some very rough ground. Then we saw them. Our mistress's hat blew off her head as Lizzie galloped.



Then a man ran up to us. 'What can I do to help?' he asked.

'Ride this horse to the doctor's house as fast as you can!' said Mr Blantyre. 'You will be quite safe with Beauty. Tell the doctor to come and then go to Earlshall Park. Tell someone to bring a carriage.'

The man jumped into my saddle and we set off.

We delivered Mr Blantyre's messages and a groom led me back to the stables. He led me into my box and rubbed me down. Then he threw a rug over my back.

Two days later, Mr Blantyre came to see me. He stroked my nose and said, 'Well done, Beauty! You saved your mistress's life.'



Active vocabulary

<i>cheerful</i>	means 'full of cheer'
<i>deliver</i>	three-syllable word: <i>de + liv + er</i>
<i>difficult</i>	three-syllable word: <i>dif + fi + cult</i>
<i>message</i>	there are two words 'hiding' inside: <i>mess</i> and <i>age</i>
<i>pair</i>	use 'a pair of' with trousers, socks, glasses, scissors, etc.
<i>safe</i>	the opposite is <i>unsafe</i>
<i>trip</i>	rhymes with <i>ship</i>
<i>warn</i>	remember the phrase: <i>warn</i> your men of a possible <i>war</i>
<i>nonsense</i>	if you rub out the second 'n', you get the definition: no sense

Passive vocabulary

ditch mare paddock

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 12 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 6. Discuss what kind of place this might be.
- Tell the children to look at the picture on page 41. Ask *What is the man doing? How does the horse feel? Do the man and woman look rich or poor?*
- Tell the children to look at the picture on page 43. Ask *Is the woman's horse going slowly or fast? How do you know? What is the man doing?*

- Tell the children to look at the picture on page 44. Ask *What has happened to the woman? What is the man doing? Which horse was the man riding?*
- Point out that in this chapter the children will read about a new character whose name is Lord Westerleigh, and his wife Lady Westerleigh. Explain that *Lord* is the title for a nobleman. *Lady* is the title for a nobleman's wife.
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 13 of their Workbook.

- 1 *Why did Joe lead Merrylegs to the paddock?*
- 2 *What did Merrylegs tell Black Beauty and Ginger?*
- 3 *How did Black Beauty feel about leaving Birtwick Park?*
- 4 *Where were Merrylegs and Joe going to live?*
- 5 *Who bought Black Beauty and Ginger?*
- 6 *Who was the coachman at Earls Hall Park?*
- 7 *Who said, 'They're the best pair of horses in the land'? Why?*

- 8 *What did John say that he had never used on Black Beauty and Ginger?*
- 9 *Why did Mr York say they will have to use a bearing rein now?*
- 10 *What couldn't Black Beauty do with the bearing rein on?*
- 11 *Why was the bearing rein worse on Black Beauty's second day at Earls Hall Park?*
- 12 *What happened to Ginger when Mr York obeyed the mistress and tightened the bearing rein on her?*
- 13 *Who was the new horse that pulled the mistress's carriage with Black Beauty?*
- 14 *Who went on a trip to London in spring?*
- 15 *Who did Lady Westerleigh choose to ride?*
- 16 *What kind of horse was Lizzie?*
- 17 *Who rode on Black Beauty to the doctor's house? Who rode Lizzie?*
- 18 *Why did a horse run straight into Lizzie?*
- 19 *What did Lizzie do?*
- 20 *Why did Mr Blantyre run out of the house?*
- 21 *What happened to Lady Westerleigh's hat?*
- 22 *What happened when Lizzie jumped over the wide ditch?*
- 23 *What did Mr Blantyre tell the man to do?*
- 24 *What did Mr Blantyre tell the man about Black Beauty?*
- 25 *Who saved Lady Westerleigh's life?*

- Ask the class to look at page 39 and find words that mean the same as *information* (news), *unhappy* (sad), *happily* (cheerfully), *large and beautiful* (grand), *gave food to* (fed), *two* (pair), *girl horse* (mare).
- Ask the children why there are gaps for new sections on pages 42 and 45.

- Ask the children to find and read aloud sentences on page 40 with these verbs in the past tense: *treat, pat, hitch, lead, step, try*. Practise the pronunciation.
- Ask the children to find three words with 's for possession on page 42. Point out that when a word ends in 's' or 'ss', we add an apostrophe + 's' even though it may look strange, like *mistress's carriage*. Write the following on the board and ask the children to fill in the apostrophes: *Duchess_s son, Merrylegs_s box, James_s scarf, mistress_s hat, brickmaker_s house, boy_s whip, Mr Blantyre_s messages*.
- Have a class competition. Write *disappeared* on the board. Ask the children to see how many words they can make using the letters in this word. You may want to give a 10-minute time limit. Whoever has the most words is the winner.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What do you think a 'paddock' is?*
- 2 *Why did the squire and his wife want to move to another country?*
- 3 *What do you think John and Joe Green said to each other about the squire selling his horses?*

- 4 *What did John mean when he said, 'But the brown mare can be difficult.'?*
- 5 *Do you think Mr York liked fashionable ladies? Why (not)?*
- 6 *Why did Mr York want to leave the bearing rein off?*
- 7 *Why did Lady Westerleigh look at the horses unhappily?*
- 8 *How did Black Beauty feel the second day when the bearing rein was tighter?*
- 9 *What did Ginger plan to do if they made her bearing rein even tighter?*
- 10 *What did Mr York say to Lady Westerleigh when he warned her about using the bearing rein?*
- 11 *Why didn't Lady Westerleigh listen to Mr York?*
- 12 *Mr Blantyre told Lady Westerleigh that Lizzie was not an easy horse to ride. What did she say to him? Why?*
- 13 *How do you think Lady Westerleigh felt when Lizzie galloped off?*
- 14 *What do you think Mr Blantyre's plan was when he went after Lady Westerleigh and Lizzie?*
- 15 *Do you think Lizzie was a bad horse? Why (not)?*
- 16 *After Black Beauty and the man delivered the messages, what do you think the man said to Black Beauty?*
- 17 *Did Lady Westerleigh die? Why (not)?*

Stage 2 comprehension (extra)

Plot Do you think this chapter is exciting? Say why. Do you think the author describes the feelings of people and horses well? How does she make you feel sorry for them? How does she make you feel that lady Westerleigh is not a very nice or clever person? Does the author want to make you interested in reading the next chapter? Write and say what you think of the story so far.

- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
 - Ask *What do you think will happen in the next chapter?*
-
- Write the word *fashionable* on the board. Discuss the meaning of *fashion* and relate it to the story. Ask *Why do some people want to be fashionable? What do fashionable people like? What were the fashionable clothes for women when this story was written? How were fashionable men dressed? Why did fashionable people want to use bearing reins on their horses?*
 - Have a competition to see who can think of the most words rhyming with *gate* (date, fate, freight, great, hate, late, plate, mate, rate, state, etc.).
 - Write the word *reins* on the board. Explain that *reins* and *rains* are homophones. They sound the same but have different meaning and spelling. Ask the children to find homophones in the chapter for the following words: *won, two, herd, lead* (a metal), *pear, sea, knew, road, threw*.
 - Write the words *disappeared, galloping, delivered* on the board. Read them and tap out the syllables as you do so. Demonstrate how the words are broken down into three syllables. Ask the children to tap out the syllables for these words: *Merrylegs, fashionable, Westerleigh, harnesses, unhappily, difficult*. Ask *Which ones have four syllables?*
 - Ask the children to discuss *Do you like Mr York? Why (not)?*

Chapter 7

Reuben Smith

Pages 46 to 51

CHAPTER 7
Reuben Smith



Mr York stayed in London for a long time. While he was away, a man called Reuben Smith looked after the stables. He was a bad-tempered man and all the horses wanted Mr York to come back soon.

One spring day, I heard Lord Westerleigh talking to Reuben.

'The small carriage needs painting, Reuben. I want it to be smart enough for Lady Westerleigh when she feels better. Take it to the carriage maker's in town and then you can ride Black Beauty back.'

Reuben put on my harness and hitched me to the small carriage. Then he jumped up on to the driving seat. Mr Blantyre came out of the house.

'I want to go to the station, Reuben,' he said, and he stepped into the carriage.

When we arrived at the station, Mr Blantyre jumped out and said to Reuben, 'I'm going away for a short time. Take care of your mistress and don't let anyone else ride Beauty.'

We took the carriage to the carriage maker's and left it there. Then Reuben rode me to an inn.

'Feed my horse,' he said to the stableman. 'I will be back for him at four o'clock.'

I knew I had a loose shoe, but the stableman didn't notice it until quarter to four.

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It was dark when we set off for home. I went as fast as I could but Reuben used his whip on me.

'We're late, Beauty! Hurry up!' he shouted.

The road was rough with lots of stones. Soon my loose shoe came off. Reuben didn't notice and we continued at a fast pace. My hoof was now split and broken. It hurt badly.

Suddenly, I stood on a large stone and dropped to my knees. Reuben fell to the ground and lay quite still. I stood up slowly. My hoof was very painful.

Reuben tried to get up, but then he fell back to the ground again with a groan. Then there was silence.



Hours later, I heard the sound of a horse's hooves on the road and man's voices. I neighed to the horse. When she replied, I knew it was Ginger. After a few minutes, she brought the little cart to the place where Reuben lay. There were two men in the cart. One of the men jumped down and took Reuben's hand.

'He's dead,' he said.

The other man came over to me with his lamp. He looked at my cut knees and my painful hoof.

'The poor horse is not wearing a shoe on this hoof,' he said. 'I think he fell. When the horse fell, Reuben came off and hit his head on the road.'

He led me home slowly and left the other man to tell people the sad news about Reuben.

In a few weeks my knees got better but Lord and Lady Westerleigh did not think I looked handsome enough to ride. When Mr York came back from London he came to my stable and led me away. I saw Ginger watching and we said goodbye sadly.

A man called Mr Barry bought me. He didn't know much about horses, but he was a kind man and he gave me a comfortable stable with plenty of oats and hay. His groom, Ficher, looked after me well, and at first I was happy in my new home.

But one day, when Ficher gave me my supper, I saw that it was not oats, but bran. I liked bran, but I knew that horses needed oats to make them strong. The same thing happened the next day, and the next.

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About two months later, Mr Barry rode me to see a friend of his. This man was a farmer. He knew a lot about horses.

'Is your horse ill?' he asked Mr Barry. 'His coat looks dull and he's quite thin.'

'Do you think so?' asked Mr Barry. 'My groom looks after him well.'

'Something's wrong, I'm sure of it. I think your groom is not feeding him properly,' replied the farmer.

By this time, I knew what the problem was. Every day, Ficher brought his son to the stables. While Ficher gave me my bran, the boy filled his basket with the oats and took them home.



One day, Mr Barry hid in the stable and watched Ficher and his son. The next day, two policemen came to the stables. They looked in the boy's basket.

'You bad boy! The oats are for the horse! They're not for you! You are stealing the horse's oats and replacing them with bran!' said one of the policemen.

The policemen took Ficher away with them and I found out later that he was sent to prison for two months.

Mr Barry found another groom, but he was not much better than Ficher. He was lazy and did not give me clean straw every day. My hooves soon began to hurt.

Mr Barry was very cross. 'Both the grooms have harmed my horses!' he cried. 'I won't keep horses any more. I am going to sell them all!'

This time, I was bought by a London cab driver called Jerry Barker.

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Active vocabulary

<i>basket</i>	point out the word <i>ask</i> 'hiding' inside
<i>dead</i>	'ea' sounds like short 'e'; rhymes with <i>bed</i>
<i>dull</i>	the 'u' is a short vowel sound
<i>harm</i>	<i>arm</i> is 'hiding' inside this word
<i>lazy</i>	sounds like 'lay-Z'
<i>loose</i>	write on the board and read: 'If your shoe is <i>loose</i> , you might lose it!' and rub out one 'o'
<i>rush</i>	means the same as <i>hurry</i>
<i>split</i>	if something splits, it cracks open
<i>station</i>	the 'tion' sounds like 'shun'
<i>steal</i>	'ea' sounds like 'ee'; <i>steal</i> and <i>steel</i> are homophones

Passive vocabulary

bran cab driver groan hoof notice replace

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 14 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 7. Tell the children that Reuben Smith did Mr York's job while he was in London.
- Tell the children to look at the picture on page 47. Ask *What is the older man doing to Black Beauty's foot? Why is he doing this?*

- Tell the children to look at the picture on page 48. Ask *What is Black Beauty doing? What is going to happen to the man? Is it morning, afternoon or night?*
- Tell the children to look at the picture on page 50. Ask *Where is Black Beauty now? What is he doing?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 15 of their Workbook.

- 1 *Why did the horses want Mr York to come back?*
- 2 *Why did Lord Westerleigh want Reuben to take the small carriage to town?*
- 3 *Who rode in the carriage to the station?*
- 4 *What did Mr Blantyre tell Reuben not to do?*
- 5 *Where did Reuben leave Black Beauty?*
- 6 *What did the stableman say to Reuben when he arrived at four o'clock?*
- 7 *Why didn't Reuben take Black Beauty to the blacksmith at four o'clock?*
- 8 *What time did Reuben arrive back at the stable and how was he feeling?*
- 9 *What did Reuben shout to Black Beauty?*

- 10 *What happened to Black Beauty's hoof after his shoe came off?*
- 11 *What happened to Black Beauty and Reuben after Black Beauty dropped to his knees?*
- 12 *How long did Reuben lie on the ground?*
- 13 *What did the men say when they found Reuben?*
- 14 *What did the man think when he saw Black Beauty had no shoe on one hoof?*
- 15 *Why did Lord and Lady Westerleigh think that Black Beauty was no longer handsome?*
- 16 *What did Mr York do with Black Beauty when he led him away?*
- 17 *Why kind of man bought Black Beauty?*
- 18 *Who was Black Beauty's new groom, Mr Barry or Filcher?*
- 19 *What did Filcher feed Black Beauty?*
- 20 *What happened to Black Beauty after he ate only bran for two months?*
- 21 *What did Filcher's son do with Black Beauty's oats?*
- 22 *How did Mr Barry discover what Filcher was doing?*
- 23 *What happened to Filcher?*
- 24 *What did Mr Barry's next groom do to Black Beauty?*
- 25 *Who did Mr Barry sell Black Beauty to?*

- Write on the board *hoof* and *hooves*. Point out how the 'f' is changed to 'v' before adding 'es' to make the plural noun. Practise the pronunciation. Write the following words on the board and ask the children for the spelling of the plural: *shelf, leaf, loaf, wife, knife*. Again, practise the pronunciation.

- Ask the children to find examples of dialogue in the text. Draw attention to the speech marks and discuss how they are used. In each case, ask the children what the exact words were that were spoken by the person or the animal. Point out that these are the words that go inside the speech marks.
- Write the word *painful* on the board and read it aloud. Explain that it means 'full of pain' but the suffix 'ful' has only one 'l'. Ask the children to add 'ful' to the end of these nouns to make them into adjectives: *care, help, colour, hope, thought*. Ask the children to make up sentences using these words. Discuss how we can make the words mean the opposite by changing 'ful' to 'less', for example *painful – painless*.
- Explain the difference between *oats* (a grain) and *bran* (the crushed skin of the grain). Make sure the children understand that there is more nutrition in oats and that bran is good fibre. Write the two words on the board and ask the children to call out words that rhyme with each (*oats*: boats, coats, goats, moats, notes, etc; *bran*: can, fan, man, pan, tan, etc.)
- In this chapter, Filcher makes his son steal oats from Mr Barry. Discuss the consequences of Filcher's actions and the wrongfulness of stealing.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Do you think Reuben Smith liked horses? Why (not)?*
- 2 *How do you think Black Beauty felt when he first noticed he had a loose shoe?*
- 3 *What do you think the stableman at the inn thought of Reuben?*
- 4 *What do you think Reuben was doing from four o'clock until nine o'clock?*
- 5 *What do you think Black Beauty thought when Reuben used his whip as they rode back home?*
- 6 *What made Black Beauty drop to his knees?*
- 7 *How do you think Black Beauty felt when Reuben fell back with a groan?*
- 8 *Why do you think Black Beauty stayed with Reuben for hours?*
- 9 *How do you think the two men felt about Reuben when they saw Black Beauty's knees and hoof?*
- 10 *What do you think Lady Westerleigh said to Lord Westerleigh about Black Beauty?*
- 11 *How do you think Ginger felt about Lord and Lady Westerleigh as Mr York led Black Beauty away?*
- 12 *Why didn't Mr Barry see that Black Beauty's coat looked dull?*
- 13 *What did Mr Barry's friend understand about horses?*
- 14 *What do you think Black Beauty thought of Filcher and his son when he ate bran every day and no oats?*

- 15 *Why do you think Filcher's son took the oats home?*
- 16 *What do you think Mr Barry told the policemen about Filcher?*
- 17 *How do you think Filcher and his son felt when the policemen took him away?*
- 18 *Filcher went to prison for two months. Do you think that was right? Why (not)?*
- 19 *Why do you think Mr Barry's next groom was also not a good groom?*
- 20 *Why did Mr Barry sell all of his horses?*

Stage 2 comprehension (extra)

Characterisation Black Beauty was treated badly by several very unpleasant characters in this chapter. Discuss how Reuben Smith's behaviour got worse and worse that day until he was thrown off the horse. Compare Reuben Smith's behaviour to Filcher's. Ask the children to consider how selfishness drove these men to inflict pain and suffering on Black Beauty. Ask *Why was Reuben late and in a hurry? Did he know that Black Beauty's loose shoe could come off? Did he care about Black Beauty or only about himself? Why did he whip Black Beauty? Why did Black Beauty fall? Did Reuben treat Black Beauty worse than Filcher? What happened to Black Beauty after eating only bran for a long time? How did Black Beauty feel, do you think? After Filcher went to prison, Mr Barry's next groom did not give Black Beauty clean straw every day. Why was this important? What did the author want her readers to feel when they read about these grooms?*

- Write on the board: *Take it to the carriage maker's in town.* Explain that normally there is a noun after the possessive 's but that sometimes the noun is left out because everyone understands what noun should be there. Ask *What word is missing after carriage maker's?* (Accept words such as *shop* and *house*.) Write on the board: *I went to my friend's after school. I bought some bread at the baker's.* Ask the children what word is missing in each sentence.
- Ask *What was wrong with Black Beauty's shoe?* Write *l__se* on the board and tell the children to fill in the missing double vowel. Now write these words on the board: *m__se, g__se, gr__m, bl__d.* Ask the children to complete each word with 'oo', read the words they have made. Make sure they understand that the 'oo' sound in *blood* is the odd one out.
- Discuss how important it is for horses to have a good groom. Reuben Smith and Filcher treated Black Beauty badly. Ask *Which man do you think treated Black Beauty worse? Was Mr Barry wrong to keep horses when he did not know much about horses?* Ask the children to compare the grooms they have read about in the story so far.
- Ask *Which character did you like most in this chapter? Which one did you like least? Why?*
- Ensure that the children understand that cabs in London at the time of the story were carriages pulled by horses. Ask *Who bought Black Beauty from Mr Barry? Where do you think Black Beauty will go to live? How will Black Beauty's life be different?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 8

A London cab horse

Pages 52 to 59

CHAPTER 8
A London cab horse

I liked my new master, Jerry Barker. He knew a lot about horses and he was always kind to me. His wife was called Polly, and he had a son called Harry and a daughter called Dolly. Harry was twelve and he sometimes helped his father with the cab. Dolly was eight.

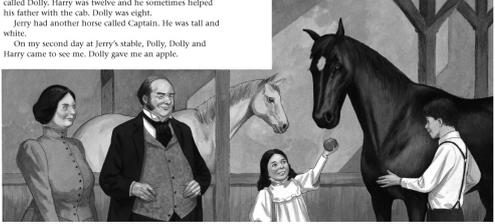
Jerry had another horse called Captain. He was tall and white.

On my second day at Jerry's stable, Polly, Dolly and Harry came to see me. Dolly gave me an apple.

"What shall we call the new horse, father?" Dolly asked. "He must have a name."

"I already had a name, but I was not able to tell her that. The old horse was called Jack," said Jerry. "That's a good name. Let's call him Jack."

"It's a very good name," said Polly. "What do you think, Jack?" Of course, I was not able to answer her!



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Captain pulled Jerry's cab in the mornings and I pulled it in the afternoons. Luckily, Jerry didn't make us wear a bearing rein.

On my first afternoon, Jerry hitched me to the cab and drove me to the cab stand. This was where all the cabs waited for customers. We stood in a line and waited for him. While we waited, other cab drivers came to see me. Some of them laughed at Jerry.

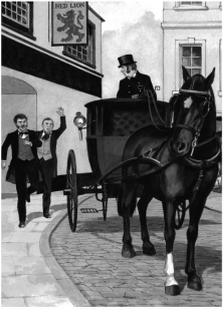
"A black horse, Jerry? That's not very cheerful!" said one man.

Then the oldest driver came up. His name was Grant. He wore a long grey coat and a grey hat. He looked at me very carefully and said, "He's a good one, Jerry. You will be very happy with him."

Life in London was very different from life in the countryside. There were always crowds of people everywhere, and carts, and carriages, and lots of noise. But Jerry helped me to learn about being a cab horse. I wanted to work hard and to please him. Jerry never used his whip on me. He and Harry brushed Captain and me every day, and gave us lots of food and water.

One afternoon, when we were waiting for our first job, two young men rushed out of a nearby inn. One of them called to Jerry, "Cabby! Cabby! We're late!"

"We want to go to Victoria Station," cried the other man. "Our train leaves at one o'clock. If you go as fast as you can, we will give you an extra shilling. Whip your horse to make him go faster!"



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Jerry looked at the men. "I will take you to Victoria Station," he said quietly. "But we will go at our usual speed. It's cruel to whip a horse and it's dangerous to drive fast." The cab behind us belonged to a man called Larry.

"I'll take you for an extra shilling!" he said to the young men. "Come on, get in."

Larry drove off at a fast pace and whipped his poor horse as he went.

Jerry sighed and patted my neck. "Those young men annoy me," he said. "They are rude and thoughtless. I won't whip my horses. I want you to be fit and happy in your work, Jack."

Later that afternoon we were waiting at the cab stand when a young man came towards us. He was carrying a large suitcase. Suddenly the man slipped on a piece of orange peel and fell to the ground.

Jerry ran to help him. He took him into a shop. The man sat down until he felt better.

When he came out of the shop, the young man limped across to us with his suitcase.

"You've been very kind to me," he said to Jerry. "But now I am late. I must catch the three o'clock train from Waterloo Station. It's very important - I am going to visit a sick relative."



55

Jerry felt sorry for the young man. "Don't worry," he said. "My horse and I will do our best to get you to the station by three o'clock."

It was the middle of the afternoon and the roads were very busy. But Jerry and I knew a quick way and we both wanted to help this man.

As we trotted up to Waterloo Station, I saw that the big station clock said eight minutes to three. Jerry helped the man out of the cab with his suitcase.

"Thank you very much," said the man. "And thank you, horse. He stroked my nose gently. Let me give you some extra money."

"I don't want it," Jerry replied. "I was glad to help you, and that's enough for me. Now go and catch your train, sir."

When we got back to the cab stand, one of the other drivers called out, "Jack looked like a racehorse, Jerry! You went so fast! How much did the man pay you?"

"The gentleman wanted to give me some extra money," said Jerry. "But I didn't take it. Jack and I wanted to help him because he was polite. That's how we like to behave, isn't it, Jack?"



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Active vocabulary

<i>annoy</i>	note the 'nn' in this two-syllable word
<i>countryside</i>	a compound word: <i>country</i> + <i>side</i>
<i>crowd</i>	drop the 'd' to make a word for a bird
<i>extra</i>	used before a noun to mean more than the usual amount
<i>piece</i>	the 'ie' sounds like long 'e' as in <i>we</i> ; <i>piece</i> and <i>peace</i> are homophones
<i>polite</i>	the opposite of <i>rude</i>
<i>sigh</i>	an onomatopoeic word (ask the children to practise sighing!)
<i>speed</i>	note the 'ee' in the middle
<i>slip</i>	rhymes with <i>ship</i>
<i>usual</i>	add the prefix 'un' to change to the opposite

Passive vocabulary

cab cab stand limp pace peel relative rushed shilling suitcase to please

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 16 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 8. Discuss what the chapter might be about.
- Tell the children to look at the picture on pages 52 and 53. Ask *Who do you think the man is? Where is Black Beauty? What is the little girl doing? What is the boy doing? Who do you think the woman is? How many horses are there?*

- Tell the children to look at the picture on page 55. Ask *What is Black Beauty doing? What is the name of the inn? What is the driver looking at? What do you think the two men want?*
- Tell the children to look at the picture on pages 56 and 57. Ask *What is the driver doing? Why is the man sitting on the pavement? What has he got next to him? What is the shop called? (You may need to explain that the writing on the shop sign is an old-fashioned script.) What else do you see in the picture?*
- Tell the children to look at the picture on pages 58 and 59. Ask *Where has the driver taken the man? Why are there lots of people and suitcases? What time is it? Is the driver happy or angry? How does the other man feel?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 17 of their Workbook.

- 1 *Why did Black Beauty like Jerry Barker?*
- 2 *What were his wife and children's names?*
- 3 *What was the name of the tall white horse?*
- 4 *What did Dolly give Black Beauty?*

- 5 *What didn't the Barker family know about Black Beauty?*
- 6 *Why did Jerry give Black Beauty the name Jack?*
- 7 *Why did Black Beauty (Jack) pull Jerry's cab only in the afternoons?*
- 8 *How did Black Beauty (Jack) feel about not using bearing reins?*
- 9 *What was a cab stand?*
- 10 *Why did one man laugh at Jerry and say, 'A black horse, Jerry?'*
- 11 *What did Grant mean when he said, 'He's a good one, Jerry.'?*
- 12 *Did Black Beauty (Jack) think that life in London was like life in the countryside? Why (not)?*
- 13 *How did Jerry treat his horses?*
- 14 *Where did the two young men want to go? Why?*
- 15 *What did they want Jerry to do?*
- 16 *What did the two young men say they would give Jerry?*
- 17 *What did Jerry tell the two young men?*
- 18 *What did Larry say to the two young men?*
- 19 *Why did Larry drive off at a fast pace and whip his horse?*
- 20 *Why did Jerry sigh? How did he feel?*
- 21 *Why didn't Jerry whip his horses?*
- 22 *What did the man with the large suitcase slip on?*
- 23 *Why did Jerry jump out of his cab and run to the man?*
- 24 *What time did the man want to be at Waterloo Station?*
- 25 *Why was Jerry able to get the man to the station at eight minutes to three?*
- 26 *What did the man want to give Jerry?*
- 27 *Why didn't Jerry take the extra money?*

- Ask the children to find words in the chapter that rhyme with *hate, mane, feed, willing, bit, feel, bell, Lizzie*.
- Ask the class to find and read out words in the text containing 'ie', 'ai', 'oo' or 'ee'.
- Ask *What are the names of the two London train stations in this chapter? What do you see at train stations today? How do you think they looked different in the 1800s?* You can ask the children to find information about Victoria and Waterloo stations on the internet.
- Ask the children to find and read aloud sentences with the word *shilling* in them. Ask *What do you think a shilling was?* Explain that people stopped using shillings in England in 1971. (There were 12 pennies in a shilling and 20 shillings in a pound.)
- Write *thoughtless* on the board. Explain that the opposite of *thoughtless* is *thoughtful*. Point out that *less* is a suffix that changes the meaning of some words to the opposite meaning. Ask the children to change *ful* to *less* on the following words and to read them aloud: *meaningful, painful, careful*.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *What do you think Black Beauty thought about his new name, Jack?*

- 2 *Why do you think Grant told Jerry, 'You will be very happy with him.'?*
- 3 *Do you think Black Beauty (Jack) liked living in London? Why (not)?*
- 4 *Why did Black Beauty (Jack) want to please Jerry?*
- 5 *Do you think Jerry liked the man who said, 'Whip your horse to make him go faster!?' Why (not)?*
- 6 *What did Jerry say was cruel and dangerous?*
- 7 *Why was Jerry annoyed with the young men?*
- 8 *How do you think the man felt when he slipped on the orange peel and fell?*
- 9 *Why did the man limp when he came out of the shop?*
- 10 *Do you think the man with the suitcase wanted Jerry to whip his horse?*
- 11 *Why did the man want to give Jerry extra money?*
- 12 *Why did one of the other drivers think that Jack looked like a racehorse?*
- 13 *How does Jerry like to behave?*

Stage 2 comprehension (extra)

Characterisation Ask the children to write a paragraph and recount what they have learned about Jerry Barker.

- Ask the children to find words with the double consonants 'nn', 'rr', 'll', 'tt'.
- Ask the class to find and read aloud the past tense of the following verbs: *give, drive, stand, come, wear, fall, run, take, know, get*.
- Have a class competition. Ask the children to find all of the compound words in this chapter (sometimes, afternoon, countryside, everywhere, nearby, suitcase, racehorse, gentleman). Whoever finds them all first is the winner.

- Ask *What time was it when Jerry and Jack arrived at Waterloo Station?* Ask the children to find and read aloud the sentence on page 58. Point out that we use the verb *say* for clocks, as in *The clock said eight minutes to three.* Ask the children to look at the clock in the classroom and at their watches. Ask *What time does the clock say? What time does your watch say?*
- Talk about catching trains and buses in big cities. Ask *Did people in big cities rush to catch trains in the 1800s when this story was written? Did they rush to catch planes? What do you think was the fastest speed of a horse in London in the 1800s?*
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 9

Hard times

Pages 60 to 66

CHAPTER 9
Hard times

Winter came, and all the London cab horses were very busy. I often heard Jerry coughing as we waited for customers on cold, dark nights. One night, I heard Polly talking to Jerry.

"Your cough is getting worse. Please take a day off," she said.

"No, Polly," he replied. "I don't want a day off. What would I do? I'm happy with my cab and my horses. I'll be better soon, so don't worry."

On New Year's Eve, we took two gentlemen to a party in a grand house. As they climbed out of the cab, one of them turned to Jerry. "Come back at eleven o'clock," he said. "And don't be late!"



When we got home, Jerry was very ill. But he rubbed me down and gave me lots of straw for my bed. He told Polly to bring some hot oats for my supper.

In the morning, Harry came to the stables. He often whistled as he worked but he did not whistle today. He fed me and Captain and changed our straw, and then he went back to the house.

In the evening, Dolly came with him. As they brought our hay, I could see that the little girl was very upset.

"Do you think father will die, Harry?" she cried.

But Harry said nothing.



One day, we picked up a family of four from the train station. I could see that they had a lot of bags and cases. While the father told the driver where to put everything, the mother and the son climbed into the cab. The little girl came round to look at me.

She smiled and patted my neck. Then she looked worried.

"Father," she called. "This poor horse is exhausted! He can't pull such a heavy load. Can we take two cabs?"

"It's all right, Mrs. He's a strong horse," the driver said as another case was thrown on to the back of the cab.

"But it's cruel! He's so weak and tired!" the little girl cried.

"Get into the cab quickly, Grace!" shouted her father.

"Let the driver do his job!"

The driver whipped me very hard. The sharp bit hurt my mouth as we set off.

I tried my best. But when we came to a hill, my feet slipped from under me and I fell to the ground. I thought I was going to die.

I heard loud voices and crashing sounds as the driver took the cases off the cab. I heard the little girl's voice: "It's all our fault! The poor, poor horse is hurt!"

Someone took off my harness and then poured water over my face. Another person threw a rug over my back.

I don't know how long I lay there in the road. But at last someone helped me to stand and then slowly led me to a nearby stable.

Later that day, I was taken back to Mr Skinner's yard. The blacksmith came to look at me and Mr Skinner watched him angrily.



Then the blacksmith stood up and said, "This horse is exhausted, Skinner! He's thin and weak, and almost dead. You nearly killed him!"

Mr Skinner started to shout. "I can't keep him, then! I don't have the time or the money to look after sick horses!"

The blacksmith thought for a moment. He looked at me, then he said, "He was a fine horse at one time. He deserves a good home. There's a horse sale in two weeks' time. Feed him well and let him rest, and you may get quite a good price!"

So Mr Skinner fed and rested me. When he led me out of his yard for the last time, I felt much better.

Jerry was never late. At exactly eleven o'clock we pulled up outside the house to wait for the gentlemen. But they didn't come. It was a very cold night. There was a strong wind and it began to snow. Jerry put a rug on my back to keep me warm, and then he walked up and down. He stamped his feet and rubbed his hands. He was coughing and coughing.

At last, at a quarter past one, the door of the house opened and the gentlemen came out. They didn't thank Jerry for waiting and they didn't give him any extra money.



Three days later, Grant, the old cab driver, came to see Harry. "How is your father?" he asked.

"He's a little better," Harry replied. "But the doctor says that he mustn't work in the cab any more. It's not good for him."

The next morning, Dolly came to the stables to speak to her brother.

"Mother's had a letter!" she said. "It's from her old mistress, Mrs Fowler. Mrs Fowler's coachman is leaving and she needs a new one. It's the perfect job for father! We're all going to live in the country, Harry! We're leaving London in the spring!"

When I heard this, I felt sad. I was happy that Jerry was better but I loved my home and my life with Jerry and his family.

One spring morning, Polly and the children came to say goodbye to Captain and me.

"Dear Jack!" said Dolly. "I'm sorry you can't come with us! Jerry was still in bed and I never saw him again."

I was sold to a baker, and then to a cab owner called Mr Skinner. Mr Skinner was cruel to his cab drivers, and they were cruel to their horses. We worked every day with no rest and we pulled heavy loads. My driver whipped me all the time. I always tried my best, but my life was so unhappy that I wished I was dead.

Active vocabulary

<i>cough</i>	'gh' sounds like 'f'
<i>customer</i>	when you buy something from a shop, you are their customer
<i>exhausted</i>	three syllables: <i>ex + haus + ted</i>
<i>fault</i>	a one-syllable word
<i>gentleman</i>	a compound word: <i>gentle + man</i>
<i>load</i>	rhymes with <i>road</i> and <i>rode</i> ; remember this: <i>He rode along the road with a heavy load!</i>
<i>perfect</i>	a two-syllable word
<i>warm</i>	the opposite is <i>cool</i>
<i>weak</i>	<i>weak</i> and <i>week</i> are homophones
<i>whistle</i>	you round your lips when you whistle

Passive vocabulary

a day off *New Year's Eve* *pull up*
stamp (one's feet)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activities on page 18 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 9. Explain that hard means *difficult*. Discuss what the chapter might be about.
- Tell the children to look at the picture on pages 60 and 61. Ask *What time of year is it? What time of day is it? How do you think Jerry feels? What has he put over Jack's back? Where do you think they are? What colour is Jerry's cab?*

- Tell the children to look at the picture on page 62. Ask *Where is Jack? What is he doing? Who else is in the stable? What are the children doing? How do the children feel?*
- Tell the children to look at the picture on page 64. Ask *What colour is the carriage? What is on the roof of the carriage? What has the driver got in his hand? What do you think the little girl is saying to Jack? What do you think the woman is saying to the little boy? What is the man in the tall black hat saying? Is the driver happy or not?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 19 of their Workbook.

- 1 *What did Polly want Jerry to do? Why?*
- 2 *What time did Jerry and Jack return to the grand house on New Year's Eve?*
- 3 *How did Jerry try to keep Jack and himself warm?*
- 4 *How long did Jerry wait outside for the two gentlemen?*
- 5 *What did Jerry ask Polly to give Jack?*
- 6 *How did Jerry feel? Why?*

- 7 *What did the doctor tell Jerry?*
- 8 *Why did Mrs Fowler write a letter to Polly?*
- 9 *When did Jerry and his family leave London and go to the country?*
- 10 *Who did Jack never see again?*
- 11 *Who bought Jack from Jerry?*
- 12 *Who did the baker sell Jack to?*
- 13 *Why was Jack unhappy working for Mr Skinner?*
- 14 *What did the little girl, Grace, ask her father?*
- 15 *How did Jack look?*
- 16 *How did Jack feel when he slipped and fell?*
- 17 *Why did Grace say it was all her family's fault?*
- 18 *What did the blacksmith tell Skinner?*
- 19 *Why did Skinner want to sell Jack?*
- 20 *Why did Skinner feed Jack well and let him rest?*

- Ask the children to find and read the sentences with these words from the text denoting bad health: *cough/coughing, ill, die, exhausted, weak, dead, tired, thin, sick*. Discuss the reasons for Jerry's and Jack's bad health, giving the children the opportunity to use these words in conversation. Make sure they understand that *die* is a verb and *dead* is an adjective.
- Ask the class to find and read aloud all the words for people in the chapter (*customers, gentlemen, cab driver, father, doctor, brother, mother, mistress, coachman, family, children, baker, cab owner, son, Miss, someone, person, blacksmith*). Write the words on the board as the children read them out. Ask the children to read them out and clap the syllables.

- Ask the children to find and read aloud regular verbs in the past tense, ending in 'ed'. Make sure they understand, for example, that *tired* is not the past tense of the verb, but rather it is an adjective. Correct any pronunciation errors.
- Ask the children to find question marks and exclamation marks in the chapter and read the sentences aloud. Draw attention to how your tone of voice changes.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation.

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why do you think the London cab horses were very busy?*
- 2 *How do you think Polly felt when Jerry would not take a day off?*
- 3 *Why do you think the two gentlemen did not come out at eleven o'clock?*
- 4 *How do you think Jerry felt about the two gentlemen? Why?*
- 5 *How do you think Jerry felt about Jack when they got home that night?*
- 6 *Why didn't Harry whistle at work the next day?*
- 7 *What was Harry thinking when Dolly asked him about their father?*
- 8 *How do you think Jerry felt when the doctor told him he mustn't work in the cab any more?*

- 9 *Why did Dolly think that the job for Mrs Fowler was perfect for her father?*
- 10 *Why do you think Jerry never went to say goodbye to Jack?*
- 11 *What kind of man was Mr Skinner, kind or unkind? How do you know?*
- 12 *Why do you think Skinner's cab drivers were cruel to their horses?*
- 13 *Why didn't Grace's father listen to her when she asked him for two cabs?*
- 14 *How do you think the cab driver felt when Jack slipped and fell?*
- 15 *What was Grace thinking when she said, 'The poor, poor horse is hurt!'?*
- 16 *How did Jack feel as he lay in the road?*
- 17 *How did the blacksmith feel about Skinner?*
- 18 *What was the blacksmith more interested in, money for Skinner or Jack's life?*
- 19 *What do you think Jack was thinking as he left Mr Skinner's stable?*
- 20 *Do you think someone will pay a good price for Jack? Why (not)?*

Stage 2 comprehension (extra)

Plot/Author's style Do you think this chapter is exciting? Say why? The author wants you to feel sorry for horses that are treated badly. Do you feel sorry for Jack in this chapter? The author wants you to understand the hard life some people had at that time. Do you feel sorry for Jerry? Say why. Does the author want to make you read the next chapter? Write and say what you think of the story so far.

- In the chapter Jerry and Jack had to stand outside on a very cold night, waiting for their customers from eleven o'clock until a quarter past one. Make sure the children know how long that was. Discuss how time seems to go slowly, especially when you are waiting for someone or when you are very cold.
- Jerry's wife wanted him to take a day off and rest. Discuss why it is important to take care of yourself.
- Write the word *warm* on the board and practise the pronunciation. Ask the children to complete these words with 'ar' and to make up some sentences, using the words correctly: qu_ _ter, sh_ _p, h_ _rness, y_ _d, h_ _m, w_ _n.
- Discuss why Harry did not whistle after Jerry became very ill. Ask *Why do people whistle?* Ask the children if they can whistle. Have a competition to see who the best whistler in the class is!
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).
- Ask *What do you think will happen in the next chapter?*

Chapter 10

My last home

Pages 67 to 73

CHAPTER 10
My last home

There were lots of horses at the sale, but they all looked tired and ill. Many of them had scars on their legs and they were very thin.

Then a man came to look at me. There was a little boy at his side.

'Look at this horse, Willie,' said the man. 'He looks tired but I think he's a good horse. Perhaps he was once a carriage horse.'

The man stroked my neck and I rested my head on his shoulder. The little boy said, 'Poor old horse! But he likes you, Grandpa! Please, will you buy him?'

'He's a good horse, sir,' said Mr Skinner as he came forward. 'He's still quite young – he's just tired, that's all. If you feed him well and let him rest, you can sell him for a good price.'

'I like him,' said the man. 'I want to give him a chance. I'll give you five pounds for him.'

Willie clapped his hands and laughed. 'Thank you, Grandpa,' he cried.

And so I went to live on Mr Thoroughgood's farm. 'Give him oats twice a day,' Mr Thoroughgood told his groom. 'And he must go out in the field during the day to eat some good fresh grass.' Then he turned to Willie. 'And you can look after him,' he said.

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Willie came to see me every day and we became good friends. Slowly, I began to feel better.

'Look at him, Willie,' said Mr Thoroughgood. 'His coat is shining and his legs are getting stronger.'

When spring came, Mr Thoroughgood harnessed me to a light carriage. It felt strange to work after such a long rest.

'He looks well,' Mr Thoroughgood told Willie when we came back. 'We must find a good home for him now.'

One day in the summer, the groom brushed me carefully and cut my mane and tail. Then Mr Thoroughgood hitched me to the carriage and climbed into the driving seat with Willie.

'I hope the ladies will like him, Grandpa,' said Willie. 'I'm sure they will. He's a good-looking horse and he's kind and gentle,' replied Mr Thoroughgood.

We were a couple of miles out of the village when we came to a house with a pretty garden. Mr Thoroughgood went to ring the doorbell. Then he went into the house and left Willie with me.



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After about ten minutes, Mr Thoroughgood returned with three ladies. The youngest lady looked at me and said, 'He has a kind, handsome face! I like him very much.'

But then one of the other ladies said, 'Look at his knees! He's had a bad fall. Perhaps he will have another!'

'Many good horses have scars on their knees,' Mr Thoroughgood said. 'They fall because they are badly treated. If you look after him, he will do very well. Try him, ladies, and if you are not pleased with him, I will take him back.'



69



70

In the morning, a young groom came to ride me to the ladies' house. He put me in a comfortable stable and gave me some hay.

The next morning, the groom came to brush my coat. As he worked, he talked to himself.

'He has a white star on his face,' he said. 'It's just like the one Black Beauty had! I wonder where Beauty is now ... This horse has one white foot too – just like Beauty!'

The groom stood back and stared at me. Then he said, 'It is Black Beauty! It's good to see you again, my old friend. Do you remember me? I'm little Joe Green. I was the boy who nearly killed you!'

Joe looked different now. He was a man, not a boy. He had a black beard and a deep voice. But I remembered him.

I put my nose into his hand and he patted me and stroked me.

'Someone was cruel to you in the past, Beauty,' said Joe. 'But you're here now and I will look after you.'

That afternoon, Joe harnessed me and hitched me to a light carriage. The youngest lady came out of the house and Joe helped her into the driving seat. Then he climbed up to sit beside her.

'I'm going to see what you are like,' she said to me. She picked up the reins and we set off.

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She was a good driver and she told Joe that she was pleased with me. Then Joe told her that I was called Black Beauty and that I was Squire Gordon's old carriage horse.

When we got home, the other ladies came to ask about me.

'He did very well,' said the youngest lady. 'I'm very pleased with him and I think I will keep him. Joe told me all about him. He belonged to Squire Gordon and his name is Black Beauty! I'm going to write to Mrs Gordon and tell her that we have her favourite horse!'

After this, I went out with the carriage every day. All three ladies rode in it. They were very pleased with me and said that they were happy to keep me.

It is a year since the ladies bought me. I love it here. Joe Green is the best and kindest groom. I have plenty to eat and my work is light. My strength is slowly coming back and at last I am happy again.

Willie often comes to see me and he treats me as his special friend. The three ladies promised that they will never sell me and so I have nothing to worry about. My troubles are all over and my story ends here.

But some mornings, when I am still half-asleep, I still think that I am with my friends Ginger and Merrylegs standing under the chestnut tree at Rutwick Park.

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Active vocabulary

<i>beard</i>	find ear 'hiding' inside; a beard grows from ear to ear!
<i>belong to</i>	if something belongs to someone, it's theirs
<i>clap</i>	find <i>lap</i> 'hiding' inside; after you <i>clap</i> you put your hands in your <i>lap</i> !
<i>couple</i>	'coup' sounds like 'cup'
<i>kill</i>	to make someone or something die
<i>promise</i>	a two-syllable word: <i>prom</i> + <i>is</i>
<i>scar</i>	add 'e' at the end to make a new word meaning to frighten
<i>shine</i>	rhymes with 'line'
<i>troubles</i>	'ou' sounds like 'u' as in 'cup'

Passive vocabulary

(no new passive vocabulary)

Before reading

- Pre-teach the active vocabulary (see Teacher's Notes Introduction page 13 and the Glossary on page 49). Use the notes in the table to discuss any interesting features of the words.
- Ask the children to do the activity on page 20 of their Workbook to practise the new vocabulary.
- Ask the class to recall what happened in the previous chapter.
- Read the title of Chapter 10. Ask *How many more people do you think will buy Black Beauty? Do you think he will be happy?*
- Tell the children to look at the picture on pages 68 and 69. Ask *What is Black Beauty pulling? Do you think he is with kind or unkind people now?*

- Tell the children to look at the picture on page 70. Ask *Where is Black Beauty? What has the man got in his hand? Do you think he likes horses and is kind to them?*
- Tell the children to look at the picture on page 72. Ask *What is Black Beauty doing? How do you think he feels?*
- Optional suggestion: you may wish to give the children an appropriate amount of time, for example five minutes, to look quickly through the chapter to find (and perhaps underline or copy) the active vocabulary they have been introduced to.

During reading

- Read the chapter to and with the class. Follow the same procedure as you did for Chapter 1 (see page 4) to help the children read and understand the text. Use the audio download, if you wish.

Stage 1 comprehension (literal)

Ask the questions orally, or set them as a written activity. You can also ask the children to do the activity on page 21 of their Workbook.

- 1 *Why did Black Beauty rest his head on the man's shoulder?*
- 2 *How much did the man pay Mr Skinner for Black Beauty?*
- 3 *How did Willie feel when his grandpa bought Black Beauty?*
- 4 *Why did Mr Thoroughgood tell his groom to put Black Beauty out in the field?*
- 5 *How did Black Beauty's coat and legs change?*
- 6 *How did Black Beauty feel when Mr Thoroughgood harnessed him to a light carriage in spring?*

- 7 *Why did the groom brush Black Beauty and cut his tail and mane?*
- 8 *What did the youngest lady say about Black Beauty?*
- 9 *What did Mr Thoroughgood say about horses with scars on their knees?*
- 10 *What did the groom notice about Black Beauty's head and foot?*
- 11 *Who was Black Beauty's groom?*
- 12 *How had Joe Green changed?*
- 13 *What did Joe Green tell Black Beauty?*
- 14 *Who was driving the carriage that afternoon?*
- 15 *What did Joe tell the young lady about Black Beauty?*
- 16 *Why did the ladies keep Black Beauty?*
- 17 *What did Black Beauty think of his groom, Joe Green?*
- 18 *How did Willie treat Black Beauty?*
- 19 *Why has Black Beauty got nothing to worry about?*
- 20 *Who does Black Beauty still think about?*

- Ask the children why the groom cut Black Beauty's mane and tail before Mr Thoroughgood took Black Beauty to see the ladies. Write *good-looking* on the board. Point out that it is an adjective made up of two words joined by a hyphen. Ask the children what other adjectives in the story were written in this way (good-tempered, bad-tempered). Tell the children that good grooms were *hard-working*. Write *hard-working* on the board. Ask them what they think it means. Write *old-fashioned* and *well-dressed* on the board. Elicit definitions. Ask the children to make sentences using these words.

- Ask the children to find and read aloud words with two syllables.
- Ask the class to find the sentence *I want to give him a chance* in the chapter. Discuss the meaning.
- Finally, ask individuals to re-read short sections of the text aloud. Encourage them to read expressively and with appropriate intonation. (You might like to ask children to play the role of particular characters and read their parts.)

After reading

Stage 2 comprehension (extension)

Ask these questions orally, or set them as a written activity for the more able. Answers will vary. Encourage the children to give reasons for their suggestions, and accept any answer they can justify.

- 1 *Why did lots of horses at the sale look tired and ill?*
- 2 *Do you think Willie's grandpa knew a lot about horses? Why?*
- 3 *Do you think Mr Skinner wanted a kind man to buy Black Beauty?*
- 4 *Why do you think Black Beauty got stronger at Mr Thoroughgood's farm?*
- 5 *How do you think Mr Thoroughgood felt about Black Beauty?*
- 6 *Why was one of the ladies worried about Black Beauty's knees?*
- 7 *What do you think Mr Thoroughgood told Willie as they left Black Beauty with the three ladies?*
- 8 *How do you think Willie felt when Mr Thoroughgood sold Black Beauty?*
- 9 *How do you think Joe Green felt when he saw that the new horse was Black Beauty?*

- 10 *Why did Black Beauty put his nose into Joe Green's hand?*
- 11 *What did Black Beauty think when the youngest lady picked up the reins and they set off?*
- 12 *What do you think Mrs Gordon said to Squire Gordon when she got the letter telling her about Black Beauty?*
- 13 *Was Black Beauty's last home the best place he ever lived, or not? Why?*
- 14 *Do you think the story has a happy ending?*

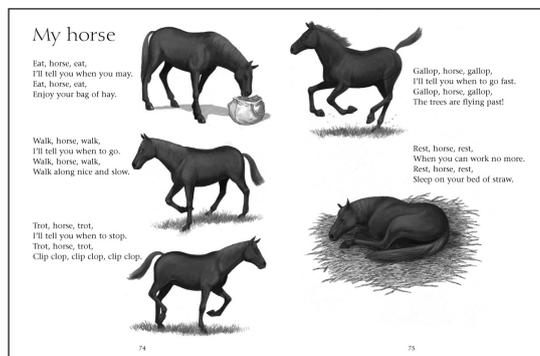
Stage 2 comprehension (extra)

Plot Ask *Why do you think the author chose Joe Green as the character who Black Beauty met again at his last home? Was it a good choice? Why?*

- Discuss this statement: *If you treat your horse badly, it will treat you badly too.* Ask *When was Black Beauty happiest? When was he the saddest?*
- Talk about how Joe Green recognised Black Beauty and about how Joe Green had changed. Discuss how growing older can change people and animals' looks but not their hearts.
- Has anyone in the class ever owned a horse? Find out how much the children know about caring for horses. Discuss the importance of caring for animals even when it is lots of hard work.
- Discuss the number of sections in this chapter and what time period each section represents.
- If appropriate, try some Extension Activities (see Teacher's Notes Introduction page 19).

My horse

Pages 74–75



- Ask about features of the poem – the title, the number of verses, words that rhyme, the pattern of the rhyming words (end of every second and fourth line).

Before reading

- Read the poem's title. Ask *What do you think the poem is going to be about?*
- Tell the children to look at the pictures on pages 74 and 75. Point to each picture and ask the children what the horse is doing.

During reading

- Read the entire poem to the class.
- Read it again, stopping to explain any unfamiliar vocabulary.

Vocabulary notes

clip clop the sound that horses' hooves make when they walk

- Ask the class to read the poem together.
- Ask groups or individuals to read a verse of the poem each.

After reading

- Ask questions to check the children's understanding.
- Ask children to give (and explain) their opinions of the poem.

The Brooke Hospital for Animals

Pages 76–78

The Brooke Hospital for Animals
Black Beauty by Anna Sewell was published in 1877 – more than a hundred years ago. In the story we read about how some people treated horses cruelly. Unfortunately, animals still suffer today. In 1934 the Brooke Hospital for Animals was set up in Cairo. It helps 700,000 working horses, donkeys and mules every year.

Where are the animals?
 The animals work for some of the poorest people in the world, in these areas:

- Africa
- Central and South America
- Asia
- the Middle East

What is wrong with the animals?

- They are exhausted because they work too hard.
- The loads they pull or carry are much too heavy.
- They don't have enough food.
- They don't have enough water.
- They suffer from diseases and injuries.



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How does the Brooke Hospital help?

- It provides vets to treat the animals. Treatment is free.
- It teaches people how to look after the horses, donkeys and mules properly. In this way, the animals are happier and they are able to do more work.

How can I help?
 The Brooke Hospital is a charity. It relies on the money that people give. To find out how you can help, go to www.thebrooke.org




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- Ask *Why do animals still suffer today in some countries?*
- Discuss the ways that the Brooke Hospital helps animals.
- Ask the children if any of them would like to be a vet. Ask the children to explain their reasons.

Before reading

- Brainstorm what the children already know about animal hospitals. Ask if anyone has ever been to an animal hospital or to a vet's.

During reading

- Read the information text. Explain any unfamiliar vocabulary as you do so.
- Draw attention to the accompanying picture to clarify the meaning of the text.
- Ask individuals to read sections of the text.

After reading

- Ask the children to close their books. Ask them some simple questions about the text to see what they can remember.

About the author

Page 79

About the author – Anna Sewell



Anna Sewell was born in 1820, in the seaside town of Great Yarmouth, England. When she was fourteen, she hurt her ankle badly. She also had a bone disease, and so she couldn't walk properly. In those days there were no cars or buses, so she used a horse to pull her along in a carriage.

She noticed that many working horses were treated cruelly and she decided to write a book about it. She began to write *Black Beauty* when she was fifty-one. It took her five years. She was so weak that she had to stay in bed. She was only able to write a few lines at a time and her handwriting was poor. There were no computers then and her mother had to copy the words out neatly for her.

Black Beauty was Anna's only book. It was published in 1877 and it was a huge success. It did help to change people's views about how to treat animals.

Anna died in 1878. At her funeral, the horses that pulled her carriage did not wear beating reins.

79

Before reading

- Look back at the title page of the book and re-read the name of the author.
- Turn to page 79 and read the title.
- Explain that this is some biographical information about Anna Sewell.
- Look together at her picture and ask the children for their comments on her appearance.

During reading

- Read the information about Anna Sewell.
- Explain any unfamiliar vocabulary as you do so.
- At the end, re-read the text. Ask different children to read it too.

After reading

- Have a short quiz about the author.

After reading the book

These questions are intended for oral use in class, but you may ask children for written responses if you feel it is appropriate. There are written after-reading activities (a book review and character profiles) on pages 22 to 24 of the Workbook.

Response to the story

- Ask *Did you like the story? Why? Why not? Did you think it was interesting, or boring? Was it exciting, or too predictable? Which part of the story did you like best? What did you think of the ending?*
- Talk about the way each chapter ended in a thrilling way. Look back at some of the chapter endings together. Ask *Did this make you want to read on?* Talk about how this technique is used elsewhere, such as in TV soaps, where episodes often end with an unresolved drama.
- Ask *Did you like the author's style? Do you think she wrote well? Did she use exciting words?*

Characters

- Ask the children about the main story characters. *Did you like Black Beauty? Did you like Joe Green? Which characters did you not like? Ask how the characters behaved: What did you think of Samson in Chapter 2? Did you think James was brave in Chapter 4?* Ask a few questions about each of these characters: Squire Gordon, John (the groom), Joe Green, Lady Westerleigh, Reuben Smith, Jerry Barker and Mr Skinner. (See the activity on page 24 of the Workbook.)

Plot

- Encourage the class to re-tell the basic story, in their own words. (See the activity on page 22 of the Workbook.)

Settings

- Ask *Where did the story take place?* Go through the book with the class and ask them to identify the setting of each chapter.

Moral issues and themes

- Use any of these themes from the story as a basis for a class discussion:
 - *Love*: Discuss which characters in the story loved Black Beauty and how they showed their love for him. Discuss Black Beauty's feelings for these people.
 - *Kindness*: Discuss how Jerry Barker showed kindness towards Black Beauty and towards strangers. There were many examples of kindness and unkindness in the story. People who were unkind were not rewarded, such as Samson who whipped Ginger, the boy who whipped Merrylegs, the brickmaker's man who whipped his horses, Lady Westerleigh who insisted on using the bearing rein.
 - *Hard work*: Discuss how hard work gave Black Beauty satisfaction when his groom and owners appreciated him and did not treat him badly.

- *Cruelty to animals*: Ginger's early life is contrasted with Black Beauty's in Chapter 2, proving that Samson's father was right when he said, 'If you treat a horse badly, it will treat you badly too.' Ask the children to find other examples of people being cruel in the story. Discuss how it made them feel when they read about these characters.
- *Selfishness*: Lady Westerleigh's idea of herself, and what she wanted other people to think of her, was more important to her than whether she caused pain to her horses. But it was Black Beauty who saved her life. After Black Beauty's knees were cut and he did not look very handsome to Lady Westerleigh, she and her husband sold Black Beauty. Was this right?
- *Bravery*: Discuss James's rescue of the horses in Chapter 4. Ask *Why did James go back into the fire to get Ginger?* Discuss Joe Green's behaviour in Chapter 5 when he told the man on the cart to stop whipping his tired horses. Ask *Was Joe right to tell off the brickmaker?*

Vocabulary

- Pick one or more words from the active vocabulary list for each chapter. Ask the children if they can remember the meanings of all the words.

Follow-up ideas

Drama Encourage the children to act out scenes from the story. Allow the children who play the roles of horses to behave like horses: neighing, snorting, stamping their feet, etc. The children should use imaginary whips and not be given anything they could use to hurt another child. Alternatively, you could have a compositional writing activity, with the children in groups producing drama scripts that include stage directions, use of a narrator, sound effects, props, etc.

Art Give the children large pieces of paper and have them choose, draw and paint a picture of one of the horses in the story: Black Beauty, Duchess, Merrylegs, Ginger, a cart-horse, Max, Lizzie or Captain. Decorate a part of the classroom, or one wall, as a stable where the pictures can hang. Then ask each child to talk about their horse's life, as it was developed in the story.

Craft Blacksmiths made shoes for the horses. Give the children a ball of clay (or modelling dough) each, and ask them to make a horseshoe. Ask the children to go to the library or on the internet to find out about blacksmiths and how they actually make horseshoes.

Film *Black Beauty* has been made into a film several times and was made into a TV series. Try to get a DVD of the film and show it in class. Discuss how the film differs from the adaptation the children have read.

Transport Discuss the use of horses for transport before there were cars. Ask the children to imagine what it was like to

have to take care of the horses, feeding them, grooming them, exercising them, etc. Do they think there were advantages and disadvantages to using horse and carriage? Ask them to think about what the streets were like in the 1800s and why horses needed shoes. Discuss the jobs that were no longer needed when people stopped travelling by horse-drawn carriages.

Stealing In Chapter 7, Filcher goes to prison for stealing oats. Discuss possible reasons why he stole the oats. Is it ever right to steal? Filcher taught his son to steal, too. Was he a good father?

Danger In the story, Black Beauty faces some dangerous situations. Talk about the ways fire and water can be very dangerous.

Topic work Discuss why people today in many countries treat animals better than people used to long ago. Point out that this story made people think about the treatment of working horses. Discuss whether there are still animals that are not treated well. Encourage the children to make posters promoting respect for animal life. You might like to find an animal charity and do a school fundraising event for the charity.

Happy endings Ask the class if they think the story had a happy ending. Ask the children to think about the importance of giving animals a good home. Ask them to write happy endings for Ginger, Merrylegs, Lizzie and the two cart horses that belonged to the brickmaker. Ask them to give good homes to each of the horses.

Glossary of vocabulary

The glossary below includes explanations for all the active and passive vocabulary introduced in *Black Beauty*. Active vocabulary items are shown in *italic print*.

- accident** an unexpected event that causes injury or damage
- annoy** to make someone feel slightly angry or impatient
- appear** if someone or something appears somewhere, you begin to see them suddenly or for the first time
- basket** a container for carrying or keeping things in, made from thin pieces of plastic, wire or wood woven together, and sometimes with a handle
- beard** hair that grows on a man's chin and cheeks
- behave** to be polite and not be rude or cause trouble
- belong to** to be owned by someone
- bit** a metal bar put in a horse's mouth to control the horse's movements
- blacksmith** someone whose job is to make things out of metal
- blood** the red liquid that flows around inside your body
- bran** the outside of the grain of a cereal such as wheat or oats
- brave** capable of dealing with danger or pain, without seeming to be frightened
- break in** to teach a horse how to have a person on its back
- breathe** to take air into your lungs through your nose or mouth and let it out again
- breathless** breathing very fast and hard, for example after exercising
- brickmaker** a person who makes bricks
- bridge** a road, railway or path that goes over a river or over another road
- bridle** leather bands that go over a horse's head and hold the bit in its mouth
- bucked** if an animal such as a horse bucks, it kicks its back legs in the air or jumps off the ground in an uncontrolled way; past tense of 'to buck'
- bundle** a group of things that have been tied together, especially so that you can carry them easily
- busy** a busy road has a lot of traffic passing through
- cab** a vehicle pulled by horses that was used in the past as a taxi
- cab driver** a driver of a cab
- cab stand** the place where a cab driver waits for customers
- calm** not affected by strong emotions; peaceful; not moving much
- carriage** a vehicle with wheels that is pulled by horses, especially one used in the past before cars were invented
- chatted** talked in a friendly way
- cheerful** happy
- clap** to hit your hands together, for example to get someone's attention or because you are happy
- clever** good at learning or understanding things
- coachman** a man who drives a coach
- coat** the fur or hair on an animal's skin
- cottage** a small house in a village or in the countryside
- cough** to force air up through your throat with a sudden noise, especially when you have a cold
- countryside** the area outside towns and cities, with farms, fields and trees
- couple** two people who are married or involved in a romantic relationship with each other
- crowd** a large number of people in the same place
- cruel** someone who is cruel enjoys causing pain to other people or animals, or enjoys making them unhappy or upset
- customer** a person or company that buys goods or services
- dangerous** likely to cause harm or to have a serious effect
- day off** a day without work
- dead** no longer alive
- deliver** to take something, especially goods or letters, to a place
- die down** if something dies down, it becomes much less noisy, powerful or active
- different** not the same as another person or thing
- difficult** not easy to do, deal with or understand
- ditch** a long narrow hole dug along the side of a road or field, usually so that water can run into it
- dull** boring
- embarrassment** a feeling of being nervous or ashamed because of what people know or think about you
- enemies** the opposite of friends
- excellent** extremely good
- exhausted** extremely tired and without enough energy to do anything else
- extra** in addition to the usual or expected amount
- fashionable** popular with rich and successful people, and often expensive
- fault** being responsible for a bad or unpleasant situation
- fetch** to go and get something
- field** an area of land used for farming
- fine** of very good quality
- flames** the brightly burning gas that you see coming from a fire
- fool** someone who does not behave in an intelligent or sensible way
- future** the time that follows the present time
- gallop** if a horse gallops, it runs at its fastest speed
- gentle** calm
- gentleman** an old word for a man from a family in a high social class

- groan** to make a long low sound, for example because you are in pain or unhappy
- groom** a man or boy who cleans and brushes an animal, especially a horse
- handed** to give something to someone by hand
- handsome** good-looking, especially used to talk about men
- harm** injury, damage or problems caused by something you do
- hay loft** the area at the top of a farm building used for storing hay
- hitch** to fasten a horse to something such as a post or wagon
- hoof** the hard part of a horse's foot
- hurry** to do something or to move somewhere very quickly
- immediately** without delay
- inn** a small hotel, especially one in the country
- journey** when you travel from one place to another
- kill** to make a person or other living thing die
- ladder** a piece of equipment for reaching high places that consists of two long pieces of wood or metal joined by smaller pieces called rungs
- lazy** not willing to work or do any activity that needs effort
- level** a particular height
- limped** walked with difficulty because of an injured leg or foot
- load** something that a person or animal carries, especially a large amount of things
- local** in or related to the area that you live in
- loose** not firmly fixed in position
- lucky** if you are lucky, something good happens to you as a result of luck
- mane** the long hair on the neck of a horse
- manners** traditionally accepted ways of behaving that show a polite respect for other people
- mare** an adult female horse
- master** a person who has control over something
- medicine** something that you take to treat an illness, especially a liquid that you drink
- message** a piece of written or spoken information that you send to someone
- mistress** a woman who is in charge of a house and servants
- neigh** the high loud sound that a horse makes
- New Year's Eve** 31st December; a night of celebration before the start of a new year
- nonsense** ideas, behaviour or statements that are not true or sensible
- notice** to become conscious of someone or something by seeing, hearing or feeling them
- oats** a type of grain that people and animals eat
- pace** the speed at which you move
- paddock** a small field where horses are kept and allowed to eat grass
- pair** two things of the same type that belong together
- patted** touched a horse gently several times with a flat hand in a friendly way
- peel** to remove the skin from a fruit or vegetable
- perfect** as good or correct as it is possible to be; completely suitable or right for someone
- piece** a part that has been cut, broken or separated from something larger
- pipe** an object used for smoking tobacco, that has a tube with a small bowl at the end
- (to) please** to make someone feel happy and satisfied
- polite** someone who is polite behaves towards other people in a pleasant way that follows all the usual rules of society
- pony** a small horse
- promise** to tell someone that you will definitely do something
- proud** feeling happy about people who you are connected with
- pull up** to drive up to a place and stop
- reared** if a horse reared, it lifted its front legs up into the air
- reins** a long narrow piece of leather fastened to a horse's head that the rider uses to control the horse
- relative** a member of your family, especially one who does not live with you, for example a grandparent or cousin
- replace** to take something, and to put a new thing in its place
- respect** a feeling of admiration that you have for someone because of their personal qualities and that you show by treating them in a polite and kind way
- rub** to clean a horse's body by rubbing it with a brush
- rude** not polite
- rush** to hurry to do something
- saddle** a leather seat that you put on a horse's back when you ride it
- safe** protected from being hurt
- save** to make it possible for someone or something to avoid danger or harm
- scar** a permanent mark on your skin where you have been injured
- shilling** a small unit of money that was used in the UK until 1971
- shine** if the sun shines, it produces a bright light
- shiver** if you shiver, your body shakes slightly, for example because you are cold or frightened
- sigh** to breathe out slowly making a long soft sound, especially because you are disappointed, tired, annoyed or relaxed
- silly** used for saying you think something or someone is not sensible or does not deserve any respect
- slip** if you slip, your feet slide accidentally and you lose your balance or fall over
- smoke** a grey, black or white cloud produced by something that is burning
- snorted** made a sudden loud noise through the nose
- speed** the rate at which someone or something moves
- split** to divide or break something into several parts

- spread** to gradually affect or cover a larger area
- spurs** metal objects on the heel of a rider's boot that the rider presses into a horse's side to make it go faster
- stable** a building where horses or farm animals are kept
- stamp (one's feet)** to put your foot down hard and noisily on someone or something
- station** a building where buses and trains stop so that passengers can get on or off
- steal** to take something that belongs to someone else without permission
- storm** an occasion when a lot of rain falls very quickly, often with very strong winds or thunder and lightning
- straight away** immediately
- straps** narrow pieces of cloth, leather, etc fixed to something that you use for holding
- stretch** an area of land
- stroke** a gentle movement of your hand across skin, hair or fur
- stuck** became fixed to something, especially by means of a sticky substance
- suitcase** a large container with a handle used for carrying clothes when you travel
- sweat** liquid that forms on your skin when you are hot
- terrible** making you feel very upset or afraid; causing or involving serious harm or damage
- terrified** extremely frightened
- throat** the area at the back of your mouth and inside your neck
- treat** to behave towards someone in a particular way
- trip** an occasion when you go somewhere and come back again
- trot** if a horse trots, it moves more quickly than when walking
- troubles** problems, worries or difficulties
- trust** to be confident that someone is honest, fair and reliable
- usual** normal, or typical of what happens or of what people do in most situations
- vet** an animal doctor; short form for veterinarian
- warm** fairly hot in a way that is comfortable and pleasant
- warn** to make someone conscious of a possible problem or danger so that they will not be hurt or hurt someone else
- wash** to clean something, usually with soap and water
- weak** not strong
- whip** a long thin piece of leather with a handle on one end, used for making horses move faster
- whisper** to say something very quietly so that other people cannot hear you
- whistle** to make a tune or musical notes by forcing air through your mouth

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