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 Earlsall 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

- 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

Active vocabulary

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

Passive vocabulary

bit bl彻底hsmith 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?
Black Beauty

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 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?
Black Beauty

Chapter 2
Ginger

Pages 11 to 17

Active vocabulary

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

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>bucked</td>
<td>carriage coachman enemies</td>
</tr>
<tr>
<td>limped</td>
<td>mane patted pony reared</td>
</tr>
<tr>
<td>snorted</td>
<td>spurs treat whip</td>
</tr>
</tbody>
</table>

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

Active vocabulary

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

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.)

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?*
### Active vocabulary

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

### Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bundle</strong></td>
<td>chatted cough flames fool hay loft inn ladder lucky pipe stroked terrified</td>
</tr>
</tbody>
</table>

### 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 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

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_ _t_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

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 Earlshall 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 Earlshall 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.

- 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)?

- 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 7
Reuben Smith
Pages 46 to 51

Active vocabulary

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

Passive vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>bran</td>
<td></td>
</tr>
<tr>
<td>cab</td>
<td></td>
</tr>
<tr>
<td>driver</td>
<td></td>
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<tr>
<td>groan</td>
<td></td>
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<tr>
<td>hoof</td>
<td></td>
</tr>
<tr>
<td>notice</td>
<td></td>
</tr>
<tr>
<td>replace</td>
<td></td>
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</tbody>
</table>

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.
Black Beauty

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 Rueben 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?
**Active vocabulary**

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

**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

Active vocabulary

- **cough** ‘gh’ sounds like ‘f’
- **customer** when you buy something from a shop, you are their customer
- **exhausted** three syllables: ex + haus + ted
- **fault** a one-syllable word
- **gentleman** a compound word: gentle + man
- **load** rhymes with road and rode; remember this: He rode along the road with a heavy load!
- **perfect** a two-syllable word
- **weak** weak and week are homophones
- **whistle** 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_ _arness, 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

Active vocabulary

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

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.
Black Beauty

- 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.

10 Why did lots of horses at the sale look tired and ill?
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

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.

- 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).
The Brooke Hospital for Animals

Pages 76–78

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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.

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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.
About the author

Page 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

**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
Black Beauty

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
# The Wonderful World of Words

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