

War Horse

Chapter Eighteen

National Curriculum Objectives:

English Year 5 & Year 6: [Retrieve, record and present information from non-fiction](#)

Differentiation for Challenge Activity:

Section A Identify the main event of the chapter and explain its impact on the characters.

Section B Relay information from the text in your own words.

Section C Add a suitable adverb to the sentences.

Section D Rewrite the sentences adding in subordinate clauses.

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Chapter Eighteen – Teacher Version

Pages 146 and 147

D: (Q5) Why does Joey describe the days as euphoric? What does it mean? Intense happiness and excitement. He was euphoric because he felt like he had escaped the war.

E: (Q1) How and why was Joey seemingly getting better by the day? His wound had been stitched, he was with his oldest friend Albert and he was given plenty of food to build him back up again.

S: (Q9) What long-term effects has the war had on Joey? Why was he not able to get back to full health? He became nervous at loud noises around the stables, he had pain in his back and his legs were stiff and would not work as they should.

Pages 148 and 149

E: (Q2) How did Joey try to show Albert that he was not well? He backed away from him in the stable.

D: (Q6) How did Albert try to calm Joey down? By talking to him in a soft manner.

M: (Q13) What is Albert's opinion of Major Martin? Explain how you know this. He thinks highly of Major Martin. He says that he is a miracle worker with horses.

Pages 150 to 153

S: (Q10) Why are letters omitted from some words in a lot of the speech? The direct speech is written how the reader should read it. The men have different accents and may be lazy in pronouncing words properly so the apostrophes show where the missing letters should be.

M: (Q14) What is meant by the word incredulous? Why is it used to describe Albert? Unwilling or unable to believe something. He was incredulous because Joey had seemed to be well apart from being stiff and shy. He did not believe there was nothing that could be done to help him.

S: (Q11) Why does David repeat 'no horse...' in his speech to the major? To get his message across that the horses do everything in the war, and if there were no horses there would be no army. The repetition emphasises his point.

M: (Q15) How does David manage to persuade the major to try and save Joey? He uses a speech that the major had told the men about horses being the most precious things in the war. The major appeared to be going back on his word by suggesting that Joey be put down.

S: (Q12) Why is a dash used in the speech, “And it’s going to get worse before it gets better – if it does”? There is more information after the dash added to the sentence. He means that Joey may not get better and doesn’t want to get Albert’s hopes up.

D: (Q7) What is meant by the term ‘shipshape’? In good order, well run.

Pages 154 to 157

E: (Q3) Why was there a sling in Joey’s stable? To hold his weight up. If he laid down on the floor to sleep, he would not be able to get back up as his legs were so stiff and weak.

D: (Q8) What had kept Joey going through his exhaustion and darkest days? His friendship with Albert. Albert’s determination to keep Joey alive encouraged Joey to eat even when he was so exhausted.

M: (Q16) How did Albert feel when he was awoken by Joey neighing? He could not believe it at first, he thought he had dreamt it. He asked Joey to neigh again so Joey did. He felt happy as it was the first sign in a while to show that Joey was getting better.

E: (Q4) Why did everyone come over to Joey’s stable? They wondered what the noise was. They were supposed to keep the stables very quiet but there was a loud commotion around Joey so others went to see what was going on.

M: (Q17) What does the sergeant mean when he says, “I just ’opes that if I’m ever poorly I ’ave nurses around me like you lot ’ave this ’orse”? He means the men have give Joey first class treatment and if the sergeant is ever ill he hopes the nurses look after him as well as the men have the horse.

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Chapter Eighteen – Comprehension

Section A

1. How and why was Joey seemingly getting better by the day?

2. How did Joey try to show Albert that he was not well?

3. Why was there a sling in Joey's stable?

4. Why did everyone come over to Joey's stable on page 156?

Section B

5. Why does Joey describe the days as euphoric? What does it mean?

6. How did Albert try to calm Joey down?

7. What is meant by the term ‘shipshape’ on page 153?

8. What had kept Joey going through his exhaustion and darkest days?

Section C

9. What long-term effects has the war had on Joey? Why was he not able to get back to full health? (C6/2b)

10. Why are letters omitted from some words in a lot of the speech? (C7)

11. Why does David repeat ‘no horse...’ in his speech to the Major? (L5/2g)

12. Why is a dash used in the speech, “And it’s going to get worse before it gets better – if it does”? (C7)

Section D

13. What is Albert’s opinion of Major Martin? Explain how you know this.

14. What is meant by the word incredulous? Why is used to describe Albert?

15. How does David manage to persuade the major to try and save Joey?

16. How did Albert feel when he was awoken by Joey neighing?

17. What does the sergeant mean when he says, “I just ’opes that if I’m ever poorly I ’ave nurses around me that looks after me like you lot ’ave this ’orse”?

War Horse
Chapter Eighteen – Challenge Activity

Section A

Explain what the main event of the chapter was and how this effected everyone in the story.

Section B

In the chapter, Albert had told Joey that his father had changed after Joey had left. Write a paragraph explaining how he had changed.

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Chapter Eighteen – Challenge Activity

Section C

Write an adverb in the spaces to make the sentences more interesting.

Out of nowhere, Joey neighed _____ to wake up Albert.

The tetanus was making him feel unwell. He ate _____.

He _____ walked around the yard on his wobbly legs.

Albert and David _____ looked after Joey day and night.

David _____ helped Albert to look after Joey.

Section D

Rewrite the sentences below adding in one or more subordinate clauses.

I found myself unable to finish my mash.

The stiffness in my front legs spread to my back.

I lifted my head for the first time in weeks and shook it.

Major Martin returned every few hours to check me over.

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Chapter Eighteen – Challenge Activity

Section A

Explain what the main event of the chapter was and how this effected everyone in the story.

- Main event was Joey's diagnosis of Tetanus and how he eventually recovered from it.
- It made Albert feel distressed, he thought he was going to lose Joey after finding him again. Albert becomes determined to cure Joey which involved long watches day and night and to tend to the every need of Joey.
- David advocated for Joey and Albert and persuaded the Sergeant to let them have a go at saving Joey. David also put in a lot of hours keeping watch over Joey and helping Albert.
- The rest of the stable men helped when they could. They were required to keep the noise down to a whisper as loud sounds upset Joey.
- Joey nearly gave up during the chapter as he was so exhausted and felt so unwell. It was only the perseverance of Albert that helped him through.

Section B

In the chapter, Albert had told Joey that his father had changed after Joey had left. Write a paragraph explaining how he had changed.

- He was kinder to both Albert and his mother.
- He stopped going out drinking.
- He looked after Albert's mother again
- He tried to make up for what he had done to Joey.

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Chapter Eighteen – Challenge Activity

Section C

Write an adverb in the spaces to make the sentences more interesting.

Various answers, examples given.

Out of nowhere, Joey neighed **loudly** to wake up Albert.

The tetanus was making him feel unwell. He ate **wearily**.

He **gingerly** walked around the yard on his wobbly legs.

Albert and David **dutifully** looked after Joey day and night.

David **selflessly** helped Albert to look after Joey.

Section D

Rewrite the sentences below adding in one or more subordinate clauses.

I found myself unable to finish my mash.

e.g. I found myself unable to finish my mash because the sickness took over.

The stiffness in my front legs spread to my back.

e.g. Even though I had rested for days, the stiffness in my front legs spread to my back, and continued further down my body.

I lifted my head for the first time in weeks and shook it.

e.g. I lifted my head for the first time in weeks and shook it, which was refreshing and gave me much joy.

Major Martin returned every few hours to check me over.

e.g. Despite his busy schedule, Major Martin returned every few hours to check me over.

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert