



***Private Peaceful* by Michael Morpurgo**

Activity Pack for KS3

Update v1.3, January 2016

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Teacher's Introduction

Michael Morpurgo's *Private Peaceful* offers students an exciting family saga set in the tumultuous time of World War I. This activity pack is an original and innovative resource, with worksheets that ensure that every chapter of the novel has numerous tasks to complete, challenging students in all three areas of reading, writing, and spoken language.

There is a vast array of tasks, such as discussion guides, analytical tables, creative writing frames and inspiring drama activities, and special tasks that explore the novel's engaging themes of war, cowardice and social changes. It is unfeasible to expect each class to complete every worksheet, due to the exhaustive amount of activities. Since the resource is not restricted to one ability range, the teacher is able to choose the tasks that will most suit the ability of their class.

Most tasks concentrate on reading, but there are also activities for writing and tasks that tackle spoken language.

At the end of the pack, the teacher will find a final assessment that challenges students to plan their own film adaptation of the novel. This task allows students to demonstrate their knowledge of the novel's events, characters and themes, while providing opportunity for assessment.

An overview of some of the more difficult questions is provided in the *Worksheet Guidance* section of the resource, which has been included for teachers who are not so familiar with the novel.

Sensitivity in teaching this resource is important as it deals with very sensitive content that may be upsetting or difficult for some students, such as dealing with the issue of war and conflict. It is vital that the teacher checks any content carefully beforehand to judge its suitability for their class.

Update v1.1, January 2016 – references to AFs and APP grids removed

Free Updates!

Register your email address to receive any future free updates* made to this resource or other English resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Using pre-September 2014 National Curriculum with this resource

I recognise that many English teachers will continue to value the Assessment Objectives from the pre-September 2014 KS3 English National Curriculum. As such, the table below links activities/lessons/worksheets in this resource to these elements. This means that you can use this resource as guidance for your assessment and to help you choose appropriate resources for your needs.

Each AF is explained after the table.

Task	Reading AFs	Task
Character Studies (Chapter 1)	R2 R3	Persuasive Features (Chapter 1)
Imagery and Meaning (Chapter 1)	R5 R6	Persuasive Speech (Chapter 1)
My Daunting Task (Chapter 1)	W1 W3	Performing Your Speech (Chapter 1)
Discussing a Writer's Purpose (Chapter 1)	SL2	Chapter Opening (Chapter 1)
Responding to a Character (Chapter 2)	R2 R3	Tough Training (Chapter 2)
Life in the 1890s (Chapter 2)	R7	Scripting a Chapter (Chapter 2)
Grandma Wolf (Chapter 2)	R4 R5	Discussing the Writer's Purpose (Chapter 2)
Molly's Monologue (Chapter 3)	W2 W4	Life in the Trenches (Chapter 3)
Being a Character (Chapter 3)	SL1	Trench Language (Chapter 3)
Different Viewpoints (Chapter 3)	R2 R6	Night Patrol (Chapter 9)
Poaching (Chapter 3)	R7	Non-Verbal Speech (Chapter 3)
Exciting Writing (Chapter 3)	W5 W7	Literary Comparisons (Chapter 3)
Hot Seating (Chapter 3)	SL3	Literary Comparisons (Chapter 3)
Language and Atmosphere (Chapter 4)	R4 R5	Writing a War Poem (Chapter 4)
Love and Relationships (Chapter 4)	R3 R7	Discussing the Writer's Purpose (Chapter 4)
Morpurgo Biography (Chapter 4)	W6 W8	Viewpoints of WWI (Chapter 4)
Character Voices (Chapter 4)	SL4	Tense Writing (Chapter 1)
Metaphorical Language (Chapter 5)	R3 R5	Letter Home (Chapter 11)
Taking Sides (Chapter 5)	R2 R6	Tommo's Monologue (Chapter 5)
The Cause of WWI (Chapter 5)	W1 W3	Storyboarding Events (Chapter 5)
Debating WWI (Chapter 5)	SL2	Responding to Character (Chapter 5)
Plotting Tension (Chapter 6)	R4 R6	Advertising a Play (Chapter 6)
Newspaper Report (Chapter 6)	W2 W4	Analysing a Transcript (Chapter 6)
Performing a Chapter (Chapter 6)	SL3	Evaluating the Novel (Chapter 6)
Molly's Pregnancy (Chapter 7)	R2 R7	Discussing Cowardice (Chapter 7)

Reading AFs: AF2 - Understand, describe, select or retrieve information, events or ideas from texts | AF3 - Deduce, infer or interpret information, events or ideas from the text | AF4 - Identify and comment on writers' purposes and intentions at text level | AF5 - Comment on writers' use of literary features at word and sentence level | AF6 - Identify and comment on writers' purposes and intentions at text level | AF7 - Identify and comment on writers' purposes and intentions at text level

Writing AFs: AF1 - Write interesting, imaginative and thoughtful texts | AF2 - Produce texts appropriate to purpose, audience and context | AF3 - Organise ideas and whole texts effectively | AF4 - Construct paragraphs and link paragraphs effectively | AF5 - Use a variety of sentence structures for clarity, purpose and effect | AF6 - Write using a range of correct punctuation | AF7 - Write using a range of correct punctuation | AF8 - Use correct spelling

Speaking and Listening AFs: AF1 - Talk in purposeful and imaginative ways to explore ideas and issues | AF2 - Listen and respond to others, infer meanings through suggestions, comments and questions | AF3 - Create and sustain different roles in a range of dramatic activities to explore texts, ideas and issues | AF4 - Understand the range and use of language in spoken texts and draw on this when talking to others

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Worksheet Guidance

Teachers can find guidance here on the more challenging questions and activities. The chapter number of each task have been included to assist the teacher.

Chapter 1

Imagery and Meaning

Example answers are provided below:

'I open my eyes and see a dead crow hanging from the fence, his beak open.'

The first image effectively plays on the recurrent theme of birds in the chapter and the impression of the bird's lifelessness. The bird's stillness reflects the bleakness of Tommo's father's death at the end of the chapter.

'One arm is outstretched, his glove fallen off, his finger pointing at me.'

The fact that the glove has "fallen off" and the bare hand points at Tommo emphasizes his guilt, which haunts him throughout the novel. The pointed finger is, of course, a common motif throughout art and literature.

Discussing the Writer's Purpose

Students should gain an understanding of how Morpurgo creates a range of somber and mournful loss experienced by Tommo after his father's death. The nervous first death is followed by the more serious tragic death, but all events evoke their own quality of sadness.

Chapter 2

Responding to Character

Some students may need a preparatory discussion about people with severe mental health issues to gain a better understanding of Big Joe's character. Well-known examples of other literary characters with mental health issues are useful, e.g. Lennie in *Of Mice and Men* or Dustin Hoffman's character in *Rain Man*.

Life in the 1890s

Students will immediately identify corporal punishment as a distinct difference between the 1890s and the 1980s. Comparisons could be made to the very popular 1980s KS3 text *The Boy in the Striped Pajamas*. Students should be encouraged to look deeper and identify less conspicuous differences, such as the number of classes at the time and the lack of ability setting.

Grandma Wolf

Students should develop an understanding of how Morpurgo builds Grandma Wolf's relation to a repulsive brute, forcing the reader to share Tommo's increasing fear.

Chapter 3

Different Viewpoints

This activity will allow students to appreciate how a writer must secure the loyalty of the protagonists/heroes. By using the foil of Grandma Wolf and the Colonel, we are introduced to the Colonel and his family, preparing us for the more serious conflict later on with Sergeant Major. If we don't like the protagonists, then they won't finish reading the novel. Therefore writers use foils and conflicts to gain our sympathy and secure our engagement.

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Poaching

Some students may require an explanation of poaching, which could be provided by a teacher familiar with. Examples could be given from film versions of *Robin Hood*, or the BBC television series *Lark Rise to Candleford*.

Taking Sides

See notes for *Different Viewpoints* Chapter 2.

Chapter 4

Morpurgo Biography

The biography is presented below with corrected punctuation and spelling:

After being a school caretaker, Morpurgo studied English and French at King's College London and then went on to teach primary school pupils in Kent. Teaching his students, he discovered his love of writing.

He was inspired by Hemingway's novel *The Old Man and the Sea* and the poet Ted Hughes became his friend, mentor and neighbour.

Morpurgo's writing is well known for its magical quality and recurring themes of nature and vivid settings.

In 2009, he donated the short story *Look at Me, I Need a Smile* to Oxfam's 'One Day' campaign for charity.

The Cause of WWI

To complete this task, students will require the use of the Internet to fill in the gaps. As it is likely that the Internet will be used, so it will be advisable to book a resource centre/library well in advance.

Chapter 5

Metaphorical Language

Example answers:

'...hoping the inevitable storm wouldn't break.' (p. 61)

A storm is a suitable metaphor for the trouble Charlie has got himself into, struggling with danger and unrest, mirroring the family's disturbed emotions.

"'You see!' roared the Colonel." (p. 63)

'Roaring' suggests the action of a vicious animal, like a tiger or lion, giving the Colonel a powerful and intimidating persona, in keeping with his character.

'we... heard the front door squeaking.' (p. 64)

The onomatopoeic sound of a 'squeak' suggests the noise of a small and delicate object, highlighting the sense of danger and the smallness of the family's situation.

'He can stuff his stinking job.' (p. 64)

The job doesn't actually 'stink', but saying so gives it an unpleasant aspect, revealing Charlie's dislike of working for the Colonel and demonstrating his anger or disappointment at the situation.

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Chapter 6

Plotting Tension

Here is the correct order of events:

- G. Big Joe goes missing, but there's still daylight.
- E. Thomas and his family begin looking.
- C. Night falls and there is still no sign of Big Joe.
- L. Thomas and Charlie ask for help at the pub.
- I. Hundreds of people start looking, but there is still no Big Joe.
- A. Rivers are now searched as a last resort.
- J. Molly has an idea about the church.
- B. Running to the church, Charlie's hurt on the way.
- F. Alone, Thomas climbs up the church's steep staircase.
- H. Thomas finds Big Joe, who appears to be dead.
- K. Thomas shouts at Big Joe, and he finally wakes up.
- D. There is a sense of celebration as Big Joe leaves the church.

Newspaper Report

Students may benefit from a front cover of a local newspaper to use as an example for their writing task.

Chapter 7

Molly's Pregnancy

This activity will require a degree of sensitivity for obvious reasons, and a comprehensive explanation of how a pregnancy before marriage was negatively viewed by some social groups at this time.

Persuasive Features

Example answers:

'I shan't... I shan't'

By repeating the same phrase, the writer drives home the message, forcing his point again and again.

'Make up your minds'

The imperative verb 'make' tells the young men what to do, taking control of the situation.

'Us lot or the Hun?'

Directly asking the audience a rhetorical question makes the listeners think about the issue and place themselves personally in the situation. This is also a very obvious question that they can agree with one of the choices. Therefore, this will make listeners believe that they can feel they can win the war.

'Your country needs you.'

Using personal pronouns like 'you' to directly address an audience encourages them to feel they are being personally spoken to, building up their sense of importance and stressing the need for an army.

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Chapter 8

Chapter Opening

An effective starter activity could introduce lower ability students to language features such as alliteration, short sentences and imperative verbs, in preparation for this task.

Tough Training

For this activity students will need to consider the range of factual aspects Morpurgo training in the army would have been for two young recruits like Tommo and look at the use of the soldiers' and officers' dialogue, short sentences for imperative verbs and images portrayed.

Discussing the Writer's Purpose

This task would be ideally completed with a film extract, yet a suitable extract at his troops *without weapons* may be hard to come by! Students will need to discuss such harsh weather communication would quickly rouse and alert soldiers, ensuring the discipline of all. However, real life examples could be given, to understand under such extreme discipline, the Kubrick movie *Full Metal Jacket* being a good example (its 18 certificate rating!).

Chapter 9

Trench Language

Some example answers are provided here, which could be used to guide lower ability students. *'Our greatest scourge is neither rats nor fleas but the unending drenching rain, which turns our trench, turning it into nothing but a mud-filled ditch, a stinking gooey mud that suck us down and drown us.'*

The word 'scourge' summons up the image of a terrible ordeal or biblical punishment that soldiers have to undergo. The hyperbolic use of the word 'unending' (surely it doesn't last forever) stresses how wretched the weather was, while adding a second adjective before 'rain' adds to the severity of the rain. Morpurgo then uses a simile of a 'stream' to effect a change of head an image of a larger source of water, adding depth to the rain imagery. The phrase – this time 'stinking gooey' – giving two different and unpleasant associations. 'gooey' has an almost onomatopoeic quality to it, suiting Tommo's youthful voice and the readership of the novel. The writer then uses personification to make the mud appear to 'hold' on to the soldiers, trying to 'suck' them down and 'drown' them. This description of the mud heightens the unpleasant nature of life in the trenches for the men. By giving human actions (like 'suck' and 'drown') to the mud, it appears more threatening.

Non-Verbal Speech

It is important in this spoken language task that students develop an appreciation for not the only means of communication. Students should be encouraged to think about signalling information through gestures, actions and facial expressions. Perhaps students could choose which character they are going to be and then devise a short scene (where they're from etc.) they want to convey to the other soldier. This list could be used as a partner, only to be looked at after the activity to see how much of the information was conveyed.

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Chapter 10

Literary Comparisons 2

Lower ability students will require more guidance in understanding the term 'Imperi mori' which comes from a famous poem written by the Latin poet Horace, *Ode* for the Emperor Augustus, promoting the Empire-building ideology of the Roman Empire. It can be simply translated as 'It is sweet and glorious to die for your country', as material at the time of Owen's poem, as well as at many other times over the centuries.

Chapter 11

Viewpoints of WWI

Students should realise how Morpurgo's novel has a viewpoint of war that is not just from a neutral Belgian waitress who is killed by a shell, while a German soldier lets Tom escape, but of merciful war against the enemy. Therefore, students should appreciate the indictment of war itself and the needless loss of life it causes.

Tense Writing

Students require an understanding of the immediacy created by the present tense actions and the more reflective nature of using the past tense for more matters.

Letter Home

Lower ability students will benefit from seeing an example letter modelled on their own. Perhaps the activity could be extended with students writing the same context – e.g. to the Colonel or Grandma Wolf. Then, students can explore the letter writing, and consider the differences in tone, language and layout.

Chapter 12

Responding to Character

1 & 2. We respond to the characterisation of Sergeant Hanley with anger and responsibility for Charlie's court martial and eventual execution. Higher ability students can engage in critical discussion of Hanley's character. It could be said his character lacks a full explanation of his reasons for being so hostile and severe on his men. Is Hanley evil or is his character an important representation of officers at the time?

3. Students should be aware that 306 British soldiers were shot by firing squads for cowardice, desertion and insubordination. Therefore, Charlie's fate is really a result of the war.

4. Morpurgo has deliberately portrayed Hanley in this way to secure our sympathy for the Peaceful brothers. By creating a reaction in the reader, the author makes us 'care' what will happen to the novel's protagonists.

Analysing a Transcript

Many teachers will find this lesson difficult to facilitate, since it requires each participant to have an apparatus of some kind. Many mobile phones nowadays have memo and voice recording apps that the students could use to record their one minute speeches, providing them with a means of momentary use. Alternatively, teachers could record just two volunteers and then read out transcripts of those two speeches. In this case, only one means of recording is required.

Students should be encouraged to write *everything* down, developing an understanding of such words as 'um' and 'er' to help speakers think about what they are saying.

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FIVE PAST TEN

Chapter 1 pages 7–17

READING TASK

Character Studies

Fill in the table below with quotations and information that we learn about the characters.

Character	Quotation	What this tells us about the character
Mr Morpurgo	...standing on the school steps cracking his knuckles'	This tells us that...
Tommo Peaceful		
Charlie Peaceful		
Big Joe		
Father		

READING TASK

Imagery and Meaning

The writer Morpurgo often uses animal images (word pictures) to give different meanings. Consider these quotations from Chapter 1:

'I opened my eyes and see a dead crow hanging from the fence, his beak open.'

'One arm is outstretched towards me, his gloved hand, his finger pointing at me.'

For each quotation, explain:

- A) How the use of language is effective
- B) What the images could represent or symbolise

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FIVE PAST TEN

Chapter 1 pages 7–17

WRITING TASK

My Daunting Experience

In this chapter the novel's main character Tommo describes his first day at school, which is portrayed as a challenging and upsetting experience.

For this activity you will write an account of an experience you have chosen. In pairs, discuss ideas and share memories. Then, each of you will write your piece of writing. Once you have chosen the experience you will write about, write a paragraph of your account.

- You could use the writing frame on the right to help you with your planning.

SPOKEN LANGUAGE TASK

Discussing the Writer's Purpose

However, Morpurgo doesn't only describe Tommo's first day at school. The novel also includes the tragic death of his father and the following funeral. These events are also portrayed with vivid imagery of nature and birds.

Working in a small group, discuss why the writer chose to describe a first day at school with these other memories. What is Morpurgo's purpose?

Remember to:

- Listen carefully to each other's ideas
- Use appropriate vocabulary
- Challenge other's opinions



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TWEN

READING TASK

Responding to Character

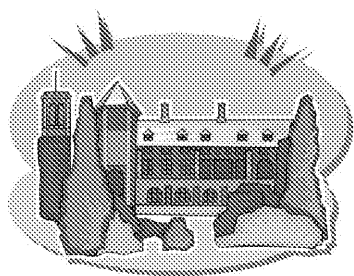
In creating the character Big Joe, Morpurgo encourages a range of emotions. We can see how people react in different ways to how people treat Big Joe, just like Tom. Complete the table below with quotations and explanations that reveal how different characters respond to Big Joe through their behaviour towards him.

Character	Quotation	How we respond
Jimmy Parsons	'Your brother's a loony'	When the bully insults
Colonel		
Mother		
Molly		
Why does Morpurgo want us to feel these emotions?		

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TWENTY

READING TASK

Life in the 1890s

The novel is set at the end of the nineteenth century (1890s) when life was very different from now. Answer these questions in detail, giving examples from the text.



QUESTIONS

1. HOW WAS SCHOOL DIFFERENT IN THE NINETEENTH CENTURY COMPARED TO NOW? GIVE EXAMPLES FROM THE TEXT.
2. IS THE TREATMENT OF BIG JOE BY THE OTHER CHARACTERS LIKELY TO HAPPEN NOW? HAS THE TREATMENT OF PEOPLE WITH LEARNING DIFFICULTIES IMPROVED OVER THE YEARS?
3. WHAT OTHER EXAMPLES OF LIFE IN SOCIETY IN THE NINETEENTH CENTURY DID YOU NOTICED IN THE NOVEL SO FAR?

READING TASK

Grandma Wolf

Working in pairs, discuss the character of Grandma Wolf. How do you feel about her at first?

In pairs, make a list of the characteristics (physical and behavioural) of this character. Once you have finished discussing this, answer the questions below.



How does our impression of Grandma Wolf change during the first three chapters? Explain Morpurgo's purpose in organising and structuring the character in this way.

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WRITING TASK Molly's Monologue

Imagine you are Tommo's new-found friend Molly. In this writing task you will write a four-paragraph monologue from Molly's viewpoint, expressing how she feels about the end of the chapter.

Remember: you need to create your own appropriate text; therefore, you should write in the first person, demonstrating knowledge of the second chapter's events and use language and emotions that would be felt by Molly's character.

You will also need to use paragraphs, so make sure you carefully plan your writing, as well as clearly indicating new paragraphs on the page. Consider this example writing frame; it may be useful!

- Paragraph 1: Molly's feelings about her friendship with Tommo
- Paragraph 2: Molly's feelings about the fight with Jim
- Paragraph 3: Molly's feelings about the end of the chapter

SPOKEN LANGUAGE TASK Being a Character

In this activity you'll perform a monologue to your class/group. You will choose a character from the box below:

- Characters: The Colonel Grandma Wolf Tommo's Mother

A good monologue should be imaginative, well-informed and use language that the character would use. Fill in the table below with your character's thoughts at the end of chapter 2. Once you have done this, you can perform your monologue. You should aim to make your monologue last on average two minutes.

Chapter 2	Character's thoughts
Character name:	
Their emotions	
Their events	
Their hopes	

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NEARLY QUARTER PAST ELEVEN

Chapter 3 pages 35–46

READING TASK

Different Viewpoints

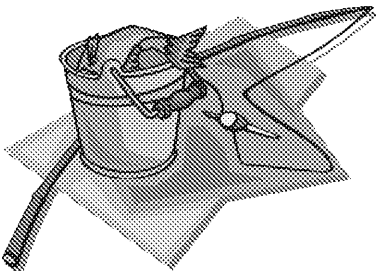
Imagine that Big Joe has found another mouse, which he has brought back to the farm. If you were in the same situation as Big Joe, you must explain the thoughts and feelings of characters, based on the text. Explain in the table below how the characters would react differently. Use quotations from Chapter 3 that support your points.

Character	Opinion	What this shows
Grandma	'Come in, come storming in'	The fact that she does this in shows how much she loves the farm
Molly		
Mother		
Why has Morpurgo portrayed different viewpoints? What is his purpose?		

READING TASK

Poaching

As times become more difficult, with less money coming into the farm, poaching animals from the Colonel's land. What other situations can you think of where someone commits a crime for a good purpose? Like Robin Hood.



Now, make a list of arguments for and against poaching. Should we blame him or praise him? After your list, you can make an overall comment.

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NEARLY QUARTER PAST ELEVEN

Chapter 3 pages 35–46

WRITING TASK

Exciting Writing

Consider the two examples below. Although they both give the same information, they are written in different ways. Which is better and why?

Example 1

Tommo, Charlie and Molly were running in the woods. They walked to a stream and chose to bathe. They were very happy and said how much they loved it. They always be together. They went home, but Molly became very sick.

Example 2

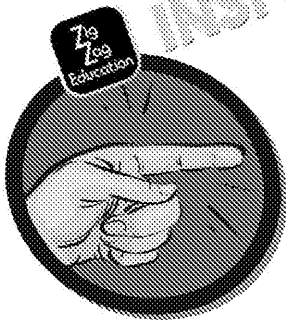
Running in the woods, Tommo, Charlie and Molly approached the stream. After deciding to swim in the sparkling water. Delightfully, they expressed how much they would always be together. Unfortunately, after returning home Molly became ill.

Now continue the summary of Chapter 3, explaining the visit to Molly's home. Use different types of sentences (e.g. beginning with an adverb) and use effective and detailed language. How will you describe the unfriendly Molly's home?

SPOKEN LANGUAGE TASK

Hot Seating

In this chapter characters experience a range of different emotions. Imagine that the three characters Tommo, Molly's father and Molly were interviewed at the end of Chapter 3. In your group, acting the roles, conduct role-play interviews. What questions could you ask each character? The questions below have been provided to help you with the task.

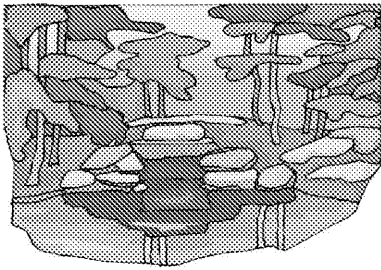


- How are you feeling now?
- Why do you dislike Molly?
- Why don't you pray anymore?

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TEN T

READING TASK

Language and Atmosphere

In this extract from the chapter, Morpurgo captures the experience using effective language, creating a peaceful and idyllic atmosphere.

Quotation from Chapter 4

I looked forward all day to my long walk home, the school day done with us, with the **horrible** Mr Munnings **out of sight, out of mind** for an hour on the hill to the **brook**, pull off our **great heavy** boots and **release** our feet at last. We'd sit there on the bank **wiggling** our toes in the **blessed** grass amongst the grass and **buttercups** of the **water meadows** and look across the **sky**, at the **wind-whipped** crows chasing a **mewing** buzzard home, feet **squelching** in the mud, our toes **oozing** with it.

In this activity you will explore how the writer uses language and structure to create a suitable and effective mood. Read the example answer below:

The writer uses the adjective 'fearsome' before Mr Munnings' name to show how unpleasant he is and stressing how the children will be safe now away from the school. Therefore a mood of safety is established.

Now choose three of your own words from the extract above (look at the connotations) and explain how the writer structures his language for effect.

READING TASK

Love and Relationships

As Charlie and Molly leave school and go to work for the Colonel, they feel a sense of loss, as if they are themselves separated from the 'friendship' group. He feels this even though Charlie and Molly are now in love.

Explain in your own words the types of emotions Tommo might experience. Use your reasons carefully. Use the ideas in the box below to help you.

How would Thomas feel seeing Charlie and Molly holding hands?

Who met Molly first – Thomas or Charlie?

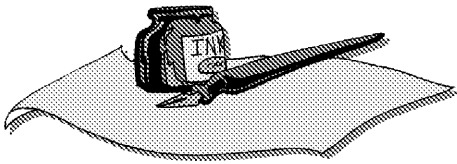
What are Tommo's own feelings for Molly?

Why is a romantic relationship between Molly and Charlie more likely?

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TEN T

WRITING TASK

Morpurgo Biography

Here is a short biography of Morpurgo's writing career. Unfortunately, some of the text has been removed and there are many spelling mistakes! Rewrite the text, adding punctuation and correcting the misspellings.

after being a skool caretaker mupurgo's first english and french at
kings collage London he worked in a teech primary skool pupils in
kent teeching his story he discovered his talant for storyteling

he was inspired by hemingways noval the old man and the sea and
the pote. later ted hughes became his frend mentor
and neighbor

murpurgos writting is well nown for its magicle quallety and
recurring theams such as survival relatonships with nature and vivid
settings

in 2009 he donatted the short story *look at me, i need a smile* to oxfam's
'ox-tales' project earning money for charity

SPOKEN LANGUAGE TASK

Character Voices

Working in small groups, consider how the four characters below
might speak. Consider: class, dialect, age, relationships and behaviour.

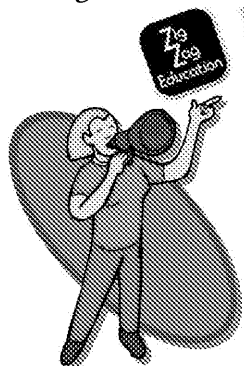
The Colonel

Mother

Thomas

Jim

Here is a short piece of speech that could be said by either of the four
characters. Share and swap parts, reading the words in the different characters
voices. Change some of the words to suit your character, e.g. change 'stealing'



Charlie has been caught stealing from
the house. Now he's really in trouble.

What have you learnt about how language and
voice depend on who's speaking?

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TWENTY-FOUR MINUTES PAST TWELVE

Chapter 5 pages 61–76

READING TASK Metaphorical Language

A metaphor is an image (word picture) used to describe something. For example, saying a stormy sea is ‘angry’ is a metaphorical image experienced by a human, not a large body of water. In chapter 5, as the novel, Morpurgo uses metaphors to make his writing interesting.

Look at these four quotations from Chapter 5. Explain the metaphors. They are suitable images.



‘...hoping the inevitable storm wouldn’t break’ (p. 61)

‘You see!’ roared (p. 63)

‘we... heard the front gate squeaking.’ (p. 64)

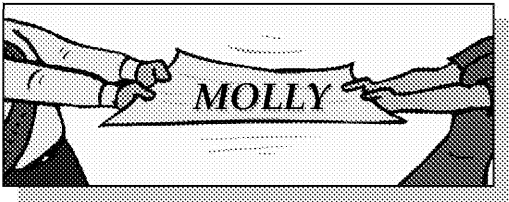
‘He can stuff his (p. 64)

e.g. The writer calls the trouble that is about to happen a ‘storm’.
a storm is normally associated with...

READING TASK Taking Sides

In this chapter we become more aware of the division between two sides. On one side there is Tommo’s family and on the other there are Molly’s parents. How do we react differently to these characters?

Find two quotations from each side and explain how we respond to them. Do we automatically dislike Molly’s parents and immediately support Tommo? How does the writer make us react in this way?



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WRITING TASK

The Cause of WWI

In this chapter, war is mentioned for the first time. For this task you will need to research the cause of the World War I (1914–1918). You will need to research the war in a resource centre/library. Using the Internet, find out the facts you will require for your writing. You will need to write of between **three** and **five** paragraphs.

	Research
the assassination of Archduke Ferdinand	
Countries supporting him	
Opposing countries	
Why England declared war	

Now you are ready to write your information text. Make sure you include the following features:

- Subheadings
- Chronological order
- Diagrams/illustrations
- Impersonal – no ‘I’ or ‘we’
- Clear, short and factual
- Rhetorical questions

SPOKEN LANGUAGE TASK

Debating WWI



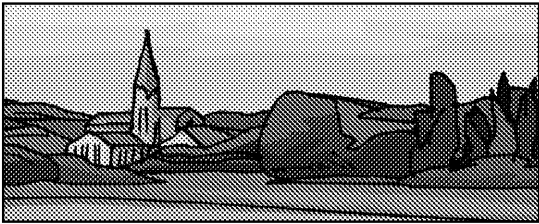
Working in a small group, discuss whether England was justified in going to war with Germany in 1914. Was WWI a worthwhile war?

Make sure you listen to each others’ opinions carefully, as you will need to use this language to express your views. When finished, make a list of the group’s opinions.

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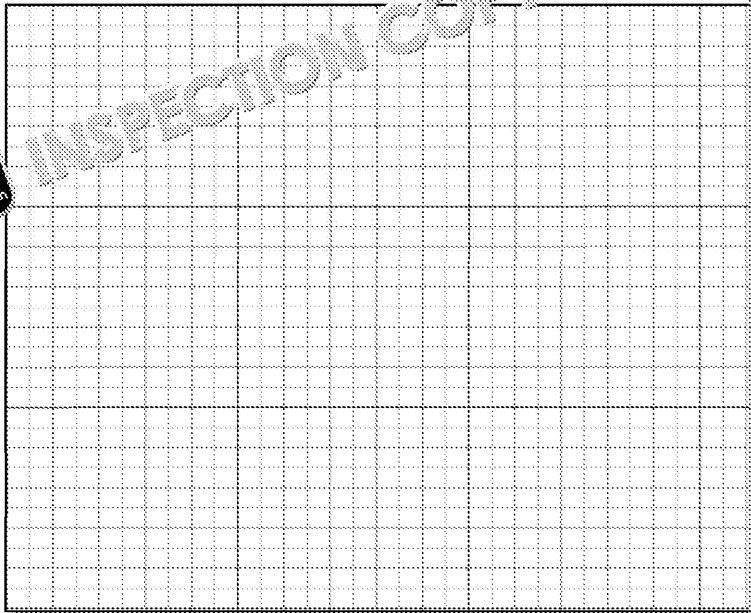
NEARLY

READING TASK

Plotting Tension

Here is a tension graph that can be used to chart the suspense created by the events in the chapter and the whole town search for the missing Big Joe.

T
E
N
S
I
O
N



Events: G

Along the y axis you will plot how tense or worrying events become. First we need to correctly place the chapter's events along the x axis. The events below have already been placed for you (G and D). Now place the others. When you have done this, you can plot a line showing the change of tension throughout the chapter.

- A. Rivers are now searched as a last resort.
- B. Running to the church, Charlie's hurt on the way.
- C. Night falls and there is still no sign of Big Joe.
- D. There are cries of celebration as Big Joe leaves the church.
- E. Thomas and his family begin looking.
- F. All day long, Thomas climbs up the church's creepy staircase.
- G. Big Joe goes missing, but there's still daylight.
- H. Thomas finds Big Joe, who appears to be dead.
- I. Hundreds of people start looking, but there is still no Big Joe.
- J. Molly has an idea about the church.
- K. Thomas shouts at Big Joe, and he finally wakes up.

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NEARLY

WRITING TASK

Newspaper Report

In this task you'll create a newspaper article for the **SLIGHTLY** local paper!) about the disappearance and eventual finding of Big Joe. Your story needs to cover the family's concerns, the help from the church, the discovery on top of the church.

A good newspaper article must have: an interesting headline, structure, picture, quotations from the main characters in the report and the use of when, where and why. Consider carefully what you want the angle to be.

You should show that you can use these features in a suitable manner. Write your article into paragraphs. Therefore, make a quick plan of what you'll write. Use the writing frame below as a guide to start you off! Once you've planned, you can begin writing it.

Article Plan

P1: 5Ws – Overall, briefly what happened

P2: When Big Joe first went missing and family's reaction

P3: Witness statement from Thomas and then his family

P4: How they sought the help of the rest of the town

P5: How the rest of...

SPOKEN LANGUAGE TASK

Performing a play

Working in a group of five or six, you will be performing the event drama. Before rehearsing your piece, make a bullet-point list of the events that will allow you to make sure you haven't missed anything important.

You must show a keen understanding of character. When performing, don't be yourself, but a character from the novel. How would they speak and behave? How could you portray their character to the rest of the class?

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TWENTY-EIGHT MINUTES PAST ONE

Chapter 7 pages 87–104

READING TASK Molly's Pregnancy

The public reaction to Molly's pregnancy before marriage is very different from nowdays. Answer the questions below, using quotations to support your answers. How society's views have changed over the last century.

- 1. How do most of the local people regard Molly's pregnancy? Use quotations in your answer.
- 2. Why do they think or respond in this way?
- 3. How do Tommo's family respond? Use quotations.
- 4. Whose side are we supposed to take? How do we know that?
- 5. How has society's viewpoint changed compared to now?

READING TASK Persuasive Features

The recruitment officer is very effective at inspiring young men to join the army. You'll analyse the persuasive language features used to make war seem like the right thing to do. In the right hand column how the technique being used in each quotation.

Quotations	How this feature of language is used
'I shan't... I shan't' Repetition of a phrase	By repeating the same phrase
'Make up your minds' Imperative verb - telling them what to do	
'Us lot or the Hun?' Rhetorical question – asking the audience	
'Your country needs you.' Personal pronouns – directly speaking to people	

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TWENTY-EIGHT MINUTES PAST ONE

Chapter 7 pages 87–104

WRITING TASK

Persuasive Speech

We have read the sergeant-major's persuasive speech, encouraging and join the army. Now, you're going to write a speech from the speech, addressed to a target audience of young men, should argue that is a bad and unpleasant thing to do.

An effective persuasive speech should use the features listed below. in your speech.

Persuasive Features

- Alliteration – words beginning with the same sound
- Hyperbole – using exaggeration to make a point
- Personal pronouns – words like 'we' and 'you'
- Repetition – repeating a word or phrase
- Use of an authority – quoting an expert on a subject
- Imperative verbs – telling someone what to do
- Rhetorical questions – making the audience think about
- Emotive language – vivid and ambitious words that
- List of three – giving a list of example words for more

SPOKEN LANGUAGE TASK

Performing Your Speech

Now you'll perform your written speech to the rest of the class. In to use effective vocabulary and grammar, and address your target audience at the boxes below, offering good advice for delivering an impressive

Be seen and heard! Use good tone and volume

Always establish good eye contact

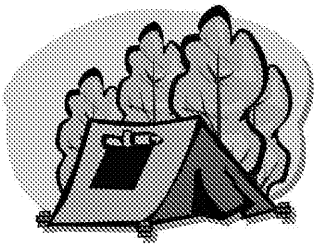
Know your content – practise, practise, practise!

Remember your audience at all times

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FOURTEEN MINUTES

READING TASK

Chapter Opening

Each chapter of the novel begins with Tommo reminiscing, with a memory of a battlefield. As we read each chapter's opening, we begin to piece together his situation, which is always connected with the passing of time.

In this activity you will select a sentence from the extract below and analyse its language effectively. Look at the completed example before you begin. Other language features such as: repetition, alliteration, short sentences, the use of onomatopoeic words.



FOURTEEN MINUTES PAST TWO

I keep checking the time. I promised myself I wouldn't, but I can't seem to help myself. Each time I do it, I put the watch to my ear and listen for the tick. It's still there, softly slicing away the seconds, then the minutes, then the hours. It tells me there are three hours and forty-six minutes left. Charlie told me once this watch would never stop, never let me down, unless I forgot to wind it. The best watch in the world, he said, a wonderful watch. But it isn't. If it was such a wonderful watch it would do more than simply keep the time - any old watch can do that. A truly wonderful watch would *make* the time. Then, if it stopped, time itself would have to stand still, then this night would never have to end and morning could never come. Charlie often told me we were living on borrowed time out here. I don't want to borrow any more time. I want time to stop so that tomorrow never comes, so that dawn will never happen.

I listen to my watch again, to Charlie's watch. Still ticking. I listen, Tommo. Don't look. Don't think. Only remember.

The second effect does not suggest that the watch is a good one.

READING TASK: Tough Training



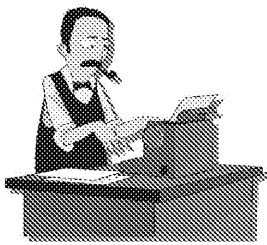
In this chapter, Tommo describes his training at Etaples as being difficult. These two questions, explaining how Morpurgo has structured a chapter and his purpose for doing so.

- How does Morpurgo structure Chapter 8 to present how difficult training was? Consider: dialogue, short sentences, imagery, lists
- Why does Morpurgo structure the text in this way?

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FOURTEEN MINUTES

WRITING TASK

Scripting a Chapter

In this chapter Charlie refuses to give in to Sergeant Hanley. To help your understanding of Charlie's actions, you'll be writing a play script of chapter 8, covering Charlie's encounter with 'Hamble' Hanley and what happens next. Discuss with a partner what you need to include, before beginning to write.

A play script should include the following features:

- Locations that set the scene
- Names in capitals in the margin
- Stage directions given in square brackets
- Dramatic events and lively dialogue

Remember, you'll need to use appropriate features of a play script and you could use this example to start you off!

It is a cold winter's morning, and all the troops at Etaples are lined up by the campfire. Face glowing red, Hanley barks in Charlie's direction.

HANLEY: *[shouting]* You're a blot on Creation, Peaceful. What are you doing?

CHARLIE: *[unfazed]* Happy to be here, Sergeant.

HANLEY: *[blinks in surprise]* You're a blot on Creation. What are you doing?

SPOKEN LANGUAGE TASK

Discussing the Writer's Purpose

Look again at how Sergeant Hanley speaks to Charlie. This is a conversation that drill sergeants would speak to soldiers who are training for war at that time.

Working in a small group, discuss the common features of such conversations. Use the questions below to guide your group's discussion.



1. How would you describe Hanley's use of language?
2. Why do drill sergeants use such speech?
3. Is it effective and appropriate to speak like this?

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A MINUTE PAST THREE

Chapter 9 pages 119–134

READING TASK

Life in the Trenches

In this stirring chapter we gain a clear insight into how unpleasant WWI. Fill in the table below with quotations and explanations of conditions and environment were for the soldiers.

Aspects	Quotations	What is revealed about
Living conditions		
Food and drink		
Pests and vermin		
Hygiene and comfort of soldiers		

READING TASK

Trench Language

Morpurgo’s writing when describing the horrifying conditions of the trenches. Consider this detailed sentence from Chapter 9:

‘The greatest scourge is neither rats nor the unending drenching rain, which runs like a river at the bottom of our trench, turning it into a mud-filled ditch, a stinking gooey mud that sticks to hold us and then suck us down and drown us.’

Explain how the writer uses hyperbolic language (exaggeration) to describe the conditions in the trenches. Identify individual words, as well as phrases, that reveal the writer’s style.

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A MINUTE PAST THREE

Chapter 9 pages 119–134

WRITING TASK Night Patrol

In this activity you'll write an account of the night patrol from the view of a German soldier. You should vary your sentences. Look at the extract below, featuring a German soldier's account of the night patrol. How does the writer use long and short sentences for effect?

Extract from Chapter 9

Porten are crawling over towards us from the far side of the trench. At least. The ground shudders, and with every impact showers of mud and stone and snow. But the sound I hate and fear is the explosion — by then it's done and over with, and you're either dead or you're alive. It's the whistle and whine and shriek of the shells as they come over. It's the sound of death. They will land, whether this one is for you.

Then, as suddenly as the barrage begins, it stops. There is silence again. Smoke drifts over us and down into our hole, filling our nostrils with cordite. We stifle our coughing. The Hun has stopped his praying, as has his overcoat, his hands over his ears. He's rocking like a child, like B...

Now, write the German soldier's account, starting from his capture. Make sentences for different effects. You should use accurate punctuation, so full stops and commas. Perhaps you could include a dash (—), ellipsis (...), and possessive apostrophe (').

SPOKEN LANGUAGE TASK Non-Verbal Speech

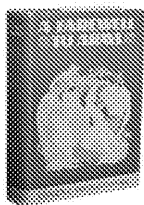
In this activity you and a partner will be playing the roles of Tommo and Taji. You'll take turns asking each other questions, but there's a catch! You're since neither of you know the other person's language. Fill in the table below how speech is not the only method of communicating to each other.

Techniques used	How we used these techniques
Body language	
Facial expressions	
Acting	
Other methods	

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TWENTY-FIVE MIN

READING TASK

Literary Comparisons 1

Morpurgo's description of the Ypres conflict in Chapter 10 is one of effective pieces of writing. In this activity you'll compare Morpurgo in 1929 by a novelist who had first-hand experience of WWI conflict which begins with an ambulance driver, Frederick Henry, eating an apple when German troops open fire on his line.



An Extract from Ernest Hemingway's

A Farewell to Arms

I ate the end of my piece of cheese and took a swallow of wine. Through a cough, then came the chuh-chuh-chuh-chuh--then there was a flash the door is swung open, and a roar that started white and went red and on I tried to breathe but my breath would not come and I felt myself rush out and out and out and all the time bodily in the wind. I went out I knew I was dead and that it had all been a mistake to think you just instead of going on I felt myself slide back. I breathed and I was back and in front of my head there was a splintered beam of wood. In the dark I heard somebody crying. I thought somebody was screaming. I tried to move I heard the machine-guns and rifles firing across the river and all along the bank splashing and I saw the star-shells go up and burst and float white in the air I heard the bombs, all this in a moment, and then I heard close to me somebody say 'Oh, Mama Mia!' I pulled and twisted and got my legs loose finally I touched him. It was Passini and when I touched him he screamed. He was dead I saw in the dark and the light that they were both smashed above the water and the other was held by tendons and part of the trouser and the stomach though it were not connected. He bit his arm and moaned, 'Oh Maria Dio te salve, Maria. Dio te salve, Maria. Oh Jesus shoot me Christ shoot me Mia oh purest lovely Mary shoot me. Stop it. Stop it. Stop it. Oh Jesus oh oh," then choking, "Mama Mia! Mia! Then he was quiet, biting his arm twitching.



Now, explain how the two writers' description of conflict in WWI is different and similar.

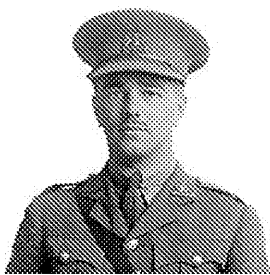
In your answer you should comment on:

- The types of event described
- How the writing is structured – sentence level and text level
- The use of first person and the tense
- The use of dialogue

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TWENTY-FIVE MIN

READING TASK

Literary Comparisons 2

Now, we're going to compare Morpurgo's writing to one of the most powerful poems ever written. The war poet Wilfred Owen fought bravely in WWI, dying in one of the last (and most unnecessary) battles in 1918. This poem describes a group of tired soldiers returning from battle one day when they are surprised by a gas shell attack. Owen criticises the old Latin saying 'it is great to die for one's country', which is what the title means.

Dulce Et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of disappointed shells that dropped behind.

GAS! Gas! Quick, boys! An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.
Dim, through the misty panes and thick green light
As under a green sea, I saw him drowning.

In all my dreams,
He plunges at me

If in some smothering time
Behind the wagon
And watch the white
His hanging face,
If you could hear,
Come gargling from
Obscene as cancer
Of vile, incurable
My friend, you would
To children ardent
The old Lie: Dulce
Pro patria mori.

Choose five effective examples of language above and explain how each creates a vivid and unsettling portrayal of war. Read this example to help you with the task:

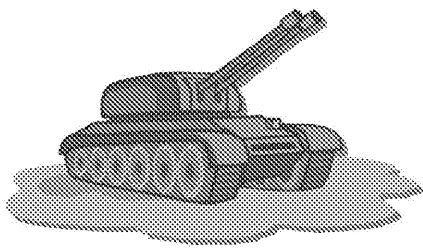
Owen uses a simile, portraying soldiers "like old beggars under sacks", suggesting they are homeless and have no hopes. He compares them to old, experienced beggars with unclean and unattractive clothing, showing how unpleasant life was on the front.

Now, choose five other effective examples of language from *Peaceful*, Chapter 10. How is Morpurgo's use of language in describing war similar to and different from Owen's?

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TWENTY-FIVE MIN

WRITING TASK

Writing a War Poem

For this activity you will create your own war poem, from Tommo's perspective. Your poem should include:

- A structure of stanzas
- Emotive and adventurous language
- At least one simile – e.g. describing the soldiers like or as
- Any other poetic features you would like to use (e.g. rhyme)

Remember to use effective poetry features and ambitious language.

Before you begin writing your poem, share ideas with a partner.

What do you want to include in your poem?

Do you want it to be anti-war or pro-war?

Perhaps you could make a quick plan of each stanza's events.

SPOKEN LANGUAGE TASK

Discussing the Writer's Purpose

In Chapter 10, Tommo undergoes a terrifying experience. In this task, you will give a speech to your class, describing a time when you experienced a similar event. This could be simply an exciting ride on a rollercoaster or a more serious experience. Choose your topic carefully; please don't explore an area you or your teachers may find upsetting.

You should aim for your account to last no longer than three minutes. Plan your speech in the order of events; perhaps you could use a list of bullet points to help you. Think about the types of language you use to make your talk exciting for the class. Use the following guideline for a successful account.

- Present a detailed account with precision and effect
- Manipulate talk to affect the listening audience
- Use suitable choices of vocabulary, grammar and non-verbal features

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NEARLY FOUR O'CLOCK

Chapter 11 pages 150–167

READING TASK

Viewpoints of WWI

Consider whose ‘side’ the writer is ‘on’ in the novel *Private Peaceful* – is he on the English, since he’s an English writer, or is he giving readers a more balanced view of the dangers of war? In the table below, explain the viewpoints represented in the text and how they are created.

Events in Chapter 11	Considering these events, the writer’s viewpoint is...
 Anna, a Belgian café waitress, is killed by a shell	
A German soldier allows Tommo to run away	
The soldiers fear Hanley more than the German troops	
Overall, I think the viewpoint that Morpurgo wants to put across is...	

READING TASK

Tense Writing

Look through Chapter 11 once more and study the endings of verbs. Can you identify any that are in the present tense (e.g. runs, is running, are running)? Think about why he would do this and the different effects of the different tenses. Spend 15 minutes answering the question below, giving examples.



Why does Morpurgo use both the past and present tense throughout Chapter 11? Consider effect and events.

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NEARLY FOUR O'CLOCK

Chapter 11 pages 150–167

WRITING TASK Letter Home

We've read two letters that Tommo receives from his family in Chapter 11. Now you will write his reply home. How will you write the letter exactly? Do you want to reflect the realities of Tommo's environment? Or perhaps you may wish to present a more idealized version, preventing his family from worrying about him. What would you do instead?

You should use appropriate features of a letter (see the box below) and write in paragraphs. So, before you begin writing your letter, make a brief paragraph plan. Write about: Paragraph 1 – the gas attack; Paragraph 2 – Anna's death; Paragraph 3 – your own experiences.



Letter Features

- Tommo's address (in Ypres) in the top right corner
- Begin your letter with *Dear Mother*
- Finish with *Yours sincerely*
- Leave line spaces between paragraphs
- Use personal yet suitable language

SPOKEN LANGUAGE TASK Tommo's Monologue

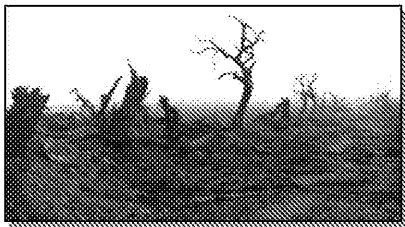
Now, you will deliver Tommo's letter home as a spoken monologue, which you will perform to the rest of the class. First of all, practise reading your piece aloud and then use the table below with ideas of how you could portray Tommo's state of mind.

Techniques	How to effectively present Tommo's character
Voice – volume, pace	
Body movements	
Facial expressions	
Other ideas props, costume, etc.	

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FIVE T

READING TASK

Storyboarding Events

In this dramatic chapter the brothers face a difficult dilemma, bringing it to a conclusion. For this task, you'll create a storyboard of Chapter 12's events to draw and visually represent the four most important events. The storyboard can be used to briefly describe what is happening. Quotations can be used to bring the storyboard alive!

	
The first main event is...	

READING TASK

Responding to Character

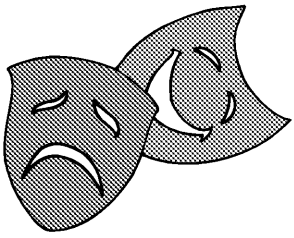
Answer the following questions, giving detailed explanations.

1. How do we respond to the characterisation of Sergeant Morpurgo?
2. How does Hanley punish Charlie for his insubordination?
3. Is this realistic at the time of the novel?
4. Explain why Morpurgo has deliberately portrayed Hanley as a villain.

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FIVE

WRITING TASK

Advertising a Play

The novel *Private Peaceful* was turned into a play by the dramatist Caryl Phillips. The play was a one-man show, with the actor Alexander Campbell playing the role of T. J. Branson. It was performed at the Bristol Old Vic in April 2002 and later on enjoyed success at the Edinburgh Festival Fringe and London's West End, before touring the world.

Using the information above, create a theatre poster advertising a play at your local school. You should use effective and persuasive language and correct spelling. The example below is an example to start you off.



SPOKEN LANGUAGE TASK

Analysing a Transcript

A transcript is a written recording of everything that is said in a spoken language. Working in pairs, you will be recording each other's spoken evaluations of the novel. Each evaluation should last no longer than one minute. When speaking, simply explain your opinion of the novel's strengths and weaknesses. Once you have recorded both evaluations, listen back to the recordings and faithfully write down everything that was said, including any mistakes or hesitations. By looking at these transcripts, we can learn how to use spoken language as a tool for communication. Now you can answer the questions below.

- What differences have you noticed between speech and writing?
- How did you and your partner's speech appear similar and different?
- How would your transcripts be different if you were speaking to a friend, a parent and then your head teacher?

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ONE MINUTE TO SIX

Chapter 13 pages 184–185

READING TASK

Evaluating the Novel

Throughout the whole novel the writer has carefully prepared structuring particular events that hint at the climax to come. beginnings, the significance of the watch and the references to brotherhood.

Write a three-paragraph evaluation of the novel, commenting on

- the novel's structure
- What you liked and enjoyed about *Private Peaceful*
- And what you disliked about the novel
- Don't forget to comment on: *themes, character, historical effect*

SPOKEN LANGUAGE TASK

Discussing Cowardice

Three years after *Private Peaceful* was published, the British Ministry of War announced that over 300 soldiers shot for offences during World War I would be given a group pardon, approved by Parliament, was issued for the executed

It is believed that 306 British soldiers were shot for cowardice, during the 1914–1918 war. Among them was Private Harry Farr, who was aged only 25. The news of the pardon was welcomed by Farr's family as they were 'overwhelmed'. They had been campaigning for years for him to be pardoned as he was suffering from shell-shock and should not have been sent back to the front.

Working in a small group, discuss the concept of shooting soldiers for cowardice – like Charlie in the novel – and the concept of cowardice. Use the novel to guide your group's discussion:

- If firing squads weren't used to punish deserters, what would cowardice be punished?
- What other punishments could be given rather than execution?
- Has the Military's pardon been worthwhile or is it *too little, too late*?
- How would cowardice and desertion be treated nowadays?

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FINAL ACTIVITY

Planning a film version of *Private Peaceful*

READING TASK

Planning a Film

For this final task, you'll plan and design your own film adaptation of *Peaceful*. Therefore, it's important to show how well you know the text by explaining the decisions you make. You will film **eight** scenes from the novel, provided for you on two *Film Planner* worksheets. You must decide how to present these scenes, considering the following aspects:

- Costume and make up
- Lighting
- Music
- Editing
- Acting
- SFX (Sound Effects)
- Sound
- Language
- Camera angles

When completing the *Film Planner* worksheets, fill in the top box with a picture of your scene, visually showing how it would be filmed. Give explanations of camera angles used in film. Which angles will you use?

CLOSE-UP

This camera angle shows a character's face and lets us see their emotions.

MID ANGLE

This angle shows characters from the waist upwards, allowing us to see their expressions and body language.

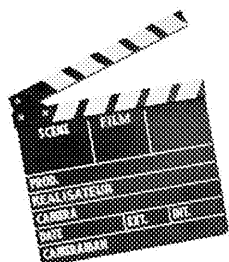
HIGH ANGLE

This shot from above a character to make them appear vulnerable or small.

LOW ANGLE

This is shot from below a character and can portray them as powerful and frightening.

Once you have planned your shots, fill in the rest of each column on the *Film Planner* worksheets. You will film the scene and your reasons why.

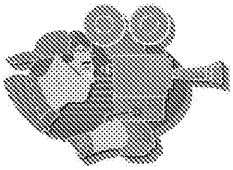


Don't forget to show off your knowledge of the novel by explaining your reasons, e.g. 'I chose dark lighting and haunting music to match Morpurgo's use of eerie and disturbing imagery in this chapter, as seen in this quotation - [QUOTATION]

Now, you're ready to start planning your movie. Go to the next page.

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Film Planner 1

Name: _____

1. Tommo remembers his father's death

Camera angle:

Setting:

Costume/Make up:

Lighting:

Music:

Editing:

Acting:

SFX:

Sound Effects:

Language:

Reasons for your choices:

2. Tommo meets Molly at school

Camera angle:

Setting:

Costume/Make up:

Lighting:

Music:

Editing:

Acting:

SFX:

Sound Effects:

Language:

Reasons for your choices:

3. Molly, Tommo

Camera angle:

Setting:

Costume/Make up:

Lighting:

Music:

Editing:

Acting:

SFX:

Sound Effects:

Language:

Reasons for your choices:

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Film Planner 2

Name _____

5. Tommo and Charlie join the army

Camera angle:

Setting:

Costume/Make up:

Lighting:

Music:

Editing:

Acting:

SFX:

Sound Effects:

Language:

Reasons for your choices:

6. Tommo in a terrible gas attack

Camera angle:

Setting:

Costume/Make up:

Lighting:

Music:

Editing:

Acting:

SFX:

Sound Effects:

Language:

Reasons for your choices:

7. Charlie refuses to join the army

Camera angle:

Setting:

Costume/Make up:

Lighting:

Music:

Editing:

Acting:

SFX:

Sound Effects:

Language:

Reasons for your choices:

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