

Name:

Class:

Teacher:

Ten to eleven



JOHNNY looked at his fob watch for the fifth time. Ten minutes to go, but he could still hear the commotion of the machine guns floating over the trenches. Surely they wouldn't be sent over the top – not now. In ten minutes, the Great War would be over. The armistice had been signed. And he had survived.

He hadn't always thought he would. Some days were tougher than the 15-year-old had ever thought possible. Signing up seemed like a good idea at the time. Adventure, travel, three meals a day. Mum begged him not to go, but didn't turn him in for being underage. She respected his ambition. With a kiss and a tear, she gave him Dad's watch and made him promise to come home. Johnny missed her. He missed his Sydney home. He missed Dad, who'd fallen at Gallipoli.

'Company, attention! Fix bayonets.' The commander's voice was sharp.

'What? They can't!' Johnny gasped.

'The ceasefire call hasn't come yet,' Tom said. Tom was Johnny's age and his best mate. Together, they had seen action. Too much of it.

Johnny trembled as he attached the blade to his gun. Maybe the call would come right now and the assault would be cancelled.

'One pace forwards.'

He knew he couldn't question orders. But surely the call would come! He looked at Dad's watch. Five minutes to go.

'Advance!'

Johnny was swept along with the surge of sweating men as they forced their way out of the trenches. Bullets whizzing past, he started to run.

Behind him, the trench phone rang.



Courtesy of the Australian War Memorial, P03236.349

Tasks

In this activity, you will complete an extended piece of writing that is in the style and format of a Narrative text.

A Narrative entertains or interests readers by telling a story that involves a problem. Usually the problem is solved at the end.

- You are going to write an imaginative story about the experiences of a teenager during a war to interest a teenage audience.
- You will write the story as the narrator.

Glossary

action verb: A verb that indicates an observable action or happening. For example: The animals **are fed** every day.; The birds **fought** over the last crumbs.

adjective: A word that describes or modifies a noun. For example: the **small** box; a **sleepy** child; an **African** design; a **true** story; **three** merchants; a **harsh** winter; a **smoother** tone.

audience: The 'ideal' or intended group of readers that the writer is addressing. For example: students in the classroom, an individual or group, the wider community or people interested in travel.

character: A person, often imaginary, who is featured in a story, novel, play or film.

descriptive language: Language that is used to describe or build up images in the mind of the reader. For example: **The looming trees became a dark blur as we hurtled past them.**

dialogue: A conversation between two or more people, in daily life or in a story, novel, play or film.

direct speech (quoted speech): The exact words that are actually said by a specific person or character. Direct speech is always enclosed by quotation marks. For example: **"I need to go home now,"** said Joseph.

everyday language: Language that is used or encountered every day and is generally understood by most people. For example: **Our family is going on an overseas holiday next month.;** **Many children take the bus to school.;** **Many people work in the city.**

narrator: A person who tells or narrates a story.

noun: A word used to refer to a person, place, thing or idea. For example: **man, city, lake, freedom.**

pronoun: A word used in place of a noun or noun group. For example: **I, we, you, this, that, myself, anybody, each, one another, who, which, both.**

purpose: The reason why a text has been designed or created; the function or intention of a text. For example: to inform, persuade, entertain or instruct.

saying verb: A verb that shows that someone or something has spoken. For example: **"Come here!" said the teacher.;** The young boy **cried out** in his sleep.; She **whispered** his name.

setting: The place or time period in which the action in a story, novel, play or film occurs.

Step 1: Setting and character

1 Before you start writing, it's a good idea to decide **where** and **when** your Narrative will take place.

- Think about war. Where and when have wars happened around the world?
- Will your Narrative be set in the past during a real war like *Ten to eleven*? Or in a real war in the present?
- Will you set your Narrative in the future, during an imagined war?

✈ Write a short paragraph describing your chosen location and time.

2 Think about the main character in your Narrative.

✈ What role will your character have in the war? Use the word bank for ideas.

- regular soldier
- special forces soldier
- spy
- commander
- relative of a soldier

✈ Describe your character's appearance, age and the types of clothes they wear.

✈ How does your character feel about their role in the war?

✈ What motivates them to take part in the war?

✈ What is your character's background? What events in their life have led them to this war?

Step 1 continued

3 Four other characters appear in *Ten to eleven*:

- Johnny's mum
- Johnny's dad
- the commander
- Tom

✈ Name and briefly describe two extra characters you could use in your Narrative.

Step 2: Language features of Narratives

- Find the given examples of the language features in the text *Ten to eleven*.
- Then find different examples of that language feature in the text.
- Next, write your own examples of that language feature.

1 Narrative texts use **nouns** that identify characters, places and things.

✈ Find the nouns **Gallipoli** and **orders** in the text *Ten to eleven*.

✈ Now find two different nouns that identify characters, places or things. Write them in the box.

✈ What nouns could you use in your Narrative? Write at least three in the box.

2 Narrative texts use **adjectives** that describe characters, places and things.

✈ Find the adjective **sweating** in the text *Ten to eleven*.

✈ Now find two different adjectives that describe characters, places or things. Write them in the box.

✈ What adjectives could you use in your Narrative? Write at least three in the box.

3 Narrative texts use **action verbs** that express what people do.

✈ Find the action verb **attached** in the text *Ten to eleven*.

✈ Now find two different action verbs that express what people do. Write them in the box.

Step 2 continued

✈ What action verbs could you use in your Narrative? Write at least three in the box.

4 Narrative texts use **descriptive language** to form images in the mind of the reader.
For example: *he could still hear the commotion of the machine guns floating over the trenches.*
This forms a strong picture of where Johnny is and what his surroundings are like.

✈ Find two more examples of descriptive language in the text *Ten to eleven*.
Write them in the box.

✈ What descriptive language could you use in your Narrative?
Write at least two sentences that use descriptive language in the box.

Step 3: Structure

Narrative texts usually have three stages: Orientation, Complication and Resolution.

- Describe what happens in each stage in *Ten to eleven*.
- Write one or two sentences for each stage.

1 Orientation

✈ How does the writer introduce the main character and the setting?

2 Complication

✈ How does the writer tell you what led to Johnny being in this situation?

✈ How does the writer introduce the problem?

Step 3 continued

3 **Resolution** – In the Resolution stage, the problems that arise in the Complication stage are usually solved. *Ten to eleven* doesn't have a clear Resolution stage.

Instead, Johnny and the other soldiers assault the enemy just as the trench phone rings. The reader has to guess what happened to Johnny.

✈ Why do you think the author chose to end the story this way?

✈ Write a Resolution stage for this Narrative by describing what happens to Johnny.

Step 4: Title

1 The title, *Ten to eleven*, is significant to the events in this Narrative.

✈ What is supposed to happen at 11?

✈ What time is the attack order given?

✈ How does this make the reader feel about the commander who gave the attack order?

2 Choose a title for your Narrative that has strong links to the events in your story.

Step 5: Plan your story

What will take place in your Narrative?

- Write your ideas for each stage.

1 Orientation

✈ Where and when is your Narrative set? Who is the main character?

2 Complication

✈ What has led to your main character being in this situation?

✈ What problem will your main character have?

3 Resolution

✈ Will the problem be resolved?

✈ If so, how will the problem be resolved?

✈ If not, what will the reader be left guessing about?

Step 6: Write your own Narrative

Now it is time to write your Narrative text, an imaginative story that interests a teenage audience.

- You are going to be the narrator, the person who tells the story.
- Think about how to introduce your character, the problem they will face and how this will be resolved.
- Use correct punctuation and spelling.

1 The title should have strong links to the events in your story.

- ✈ Write the title of your Narrative text.
- ✈ Use the information you wrote in Step 4.

2 Orientation

- ✈ Introduce your main character and the setting.
- ✈ Use the information you wrote in Step 1 and Step 5.
- ✈ Use some of the language features from Step 2.

Step 6 continued

3 Complication

- ✈ Explain how your main character ended up in this situation.
- ✈ Introduce a problem for your character.
- ✈ Use the information you wrote in Step 1 and Step 5.
- ✈ Use some of the language features from Step 2.

4 Resolution

- ✈ You can have your character solve the problem or you can leave the reader guessing about what happens next.
- ✈ Use the information you wrote in Step 5.
- ✈ Use some of the language features from Step 2.

Teacher comments