

Name:

Class:

Teacher:

# Back alive



Alex Ristof

I could hardly believe that it all came down to this.

One ... final ... choice.

But it was too simple – not at all what I'd come to expect from the Professor. Had I finally proven myself? I laughed in spite of my aching bones. Nope. He'd never release his precious blueprint so easily. Not when it could save so many and ruin him forever.

A drop of sweat rolled down my neck, followed by another, escaping the sticky nest of hair plastered to my scalp. I barely flinched as the rivulets raced down my spine. Considering what I'd been through, this was like the arrival of a blowfly after being devoured by mosquitoes.

I shuddered at the memory of the murky mud slurping around my legs as I waded through that last tunnel. It was so thick with darkness, I'd wondered if I'd ever emerge. The incessant biting of my skin as water-beasts surrounded me was too foul a feeling to dwell on. I dragged myself back to the present.

It all came down to this. Not a fight or an ambush. Not a battle or a trap. But a choice.

The Professor's blueprint was finally in front of me, encased in a glass chest with a fluorescent pink force field pulsating powerfully around the chest's razor-sharp edges. Nearby lay a console, with two clearly labelled buttons.

With a closer look I discovered a message: *Your life or the formula, Georgina. You choose.*

This had to be a trap.

Who would come after me if I failed? Was the Professor testing my character, sure that I would risk my life rather than return empty-handed?

No, he already knew my character.

With a wry chuckle, I reached out ... unsure if I'd make it back alive.

## Tasks

- 1 Answer the questions to complete an extended personal evaluation of this text. Don't forget to answer the evaluation question.
- 2 How well do you think the writer used the text features in *Back alive*? Give the writer a score out of 5 in the **Your rating** column for questions 1 to 4 in the table. Use the **Your rating scale** above the table. Add up the points to find the total score.
- 3 Use complete sentences and include evidence from the text to support your answers.

## Glossary

**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.

**adjectival clause:** A dependent clause that describes the qualities or characteristics of a person, place, idea or thing. For example: The man **who had the long beard** came first.; We bought the farm **that had been in his family for over a century**.

**adjectival phrase:** A phrase that gives more information about a noun. For example: That story was **more interesting**.; The girl **with the cast on her leg** sat near the back.

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

**evocative language:** Language that calls up or produces memories, feelings, images or ideas. For example: The fields of war are always sown with the blood and bones of young men.

**figurative language:** Language that constructs images in the mind. Figurative language includes words or phrases used in a way that differs from their everyday usage or literal meaning. For example: Her dress shone like a diamond.

**verb group:** The single verb or group of words that express the core meaning of a clause. A verb group may consist of a single main verb or a main verb that is preceded by one or more auxiliary or modal verbs as modifiers. A verb group may also contain the word **not**. For example: They **sold** all their tickets.; They **have been working** hard all term.; Animals **should not be used** as test subjects.

## Your review

Your rating scale: 1 = satisfactory, 3 = good, 5 = excellent

Text features	Answer the questions in the spaces provided.	Your rating
<b>Purpose and audience:</b> To entertain a young adult or teenage audience with a typical quest adventure	<b>1</b> Do you think the text would interest someone of your age? Give evidence to support your opinion.	1 3 5

Text features	Answer the questions in the spaces provided.	Your rating
<p><b>Structure:</b></p> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Complication</li> <li>• Resolution</li> </ul>	<p><b>2</b> How effective is the structure? In what ways does it match a typical Narrative? Give evidence to support your answer.</p>	<p>1 3 5</p>
<p><b>Key language features:</b></p> <ul style="list-style-type: none"> <li>• adjectives</li> <li>• adjectival phrases</li> <li>• adjectival clauses</li> <li>• verb groups</li> </ul>	<p><b>3</b> How do adjectives, adjectival phrases and adjectival clauses help build detail in the text? Give evidence to support your answer.</p> <p><b>4</b> How are verb groups used to build up action in the text? Give evidence to support your answer.</p>	<p>1 3 5</p> <p>1 3 5</p>
<p><b>Total score:</b></p>		<p>/ 20</p>

## Your evaluation

What is your overall response to the text? You may use ideas from the comment bank.

### Comment bank

- 1 The writer (Alex Ristof) has attempted to express her ideas in a creative and descriptive way.
- 2 The language features of this story contribute to the ideas and imagery.
- 3 The writer has used a mix of sentence types to make the flow of the text interesting for readers.
- 4 The writer has made good use of Narrative elements, including imagery, figurative language and precise words to create atmosphere.
- 5 The writer has used descriptive language effectively to create an imaginative, fictional setting.
- 6 The writer has used some evocative language to build images and feelings in the Narrative.
- 7 The writer has made good use of language features such as adjectives, adjectival phrases and adjectival clauses to build detail in the text.
- 8 The writer has attempted to express their ideas in a logical and sequenced manner.
- 9 The writer has used grammar, punctuation and formatting to good effect.
- 10 The writing is correct in terms of grammar, spelling and punctuation.

### Teacher comments