The curtain falls on The Voice for now

By Javier Vasquez

AFTER HOLDING Australian audiences captive for three months, last night’s grand finale of The Voice felt as though it would never end. Like a sentimental auntie, it just couldn’t say goodbye – for over two hours!

But for devoted fans, the wait was worth it. From the beginning, watching Delta, Seal, Keith and Joel ‘not’ watching in their enormous red mission-control seats thrilled millions of viewers; in the grand finale, the audience at home probably bopped, rocked and lip-synced along with these judges/mentors and their ‘stars’.

Finally, a reality show had arrived where contestants were encouraged rather than exploited. Their talents were honed by the cast of visiting musicians, who no doubt had upcoming album releases of their own (though it is nicer to think they offered help simply “for the love of music”).

In many ways, the grand finale was a win–win for the four finalists – each was guaranteed professional networking and, of course, celebrity status. In the end, it was Karise Eden who sang her heart out and won, richly deserving the confetti shower and standing ovation. She wept, thanked her fans and then gave them a booming encore performance.

For The Voice-obsessed, the curtain won’t be down for long: a second season has already been scheduled for 2013. Channel 9 will attempt to cash in the same way Channel 10 has with MasterChef. The Voice already has all the ingredients for a successful second series (except for the Australian talent, which will line up soon, of course). But I wonder: will the television executives be able to resist messing with the recipe?
In English, most nouns have a singular and plural form. For example: 
contestant and contestants. Most plural forms of nouns are spelt using 
the common suffixes -s or -es. For many nouns, we just add the suffix 
-s to form the plural 
(e.g. months). However, if the singular form of the noun ends in the 
letters ‘x’, ‘s’, ‘ss’, ‘sh’, ‘ch’, ‘o’ or ‘z’, then we add the suffix -es to form 
the plural (e.g. successes).

Other common suffixes such as -ed and -ing are used to change the 
tense* of verbs. In many cases, we simply add one of these suffixes to 
the verb (e.g. rocked or rocking). However, for verbs that contain only 
one syllable* and end with a consonant* (e.g. bop), we usually double 
the consonant. For example: bop becomes bopped or bopping.

When we add these common suffixes to verbs that end with a letter 
‘e’, we usually drop the ‘e’ before we add the suffix. For example: 
deserve becomes deserved or deserving; encourage becomes 
encouraged or encouraging; and guarantee becomes guaranteed. 
However, when we add -ing to guarantee, we do not drop the ‘e’; 
instead, it becomes guaranteeing.

Word list: contestants bopped deserving encouraged guaranteed

Definitions
Tense: the form of a verb that indicates when an 
action or process occurs – 
for example, in the past, 
present or future.
Syllable: a unit of sound 
within a word. For 
example, the word family 
contains three syllables 
(fam-i-ly).
Consonant: one of the 
letters B, C, D, F, G, H, J, K, 
L, M, N, P, Q, R, S, T, V, W, 
X, Z and sometimes Y.

Read the word list again. Think about what you have read in the tutorial about common suffixes.
Are these statements TRUE or FALSE?

a The common suffixes -s and -es are used to make 
the plural form of nouns. ○ True ○ False

b When you add -ed or -ing to a verb that ends in 
the letter ‘e’, you usually have to drop the ‘e’. ○ True ○ False

c To change the tense of single-syllable verbs that 
end in a consonant, you just add the suffix. ○ True ○ False
The curtain falls on *The Voice* for now

2 Circle the correct answer to each question.

   a Which is the correct spelling when you add the suffix *-ed* to *deserve*?

   b Which is the correct spelling when you add the suffix *-ed* to *bop*?

   c Which is the correct spelling when you add the suffix *-ed* to *guarantee*?

   d Which is the correct spelling when you add the suffix *-ing* to *encourage*?

   e Which is the correct spelling when you write the plural form of *contestant*?

   f Which is the correct spelling when you add the suffix *-ed* to *encourage*?

   g Which is the correct spelling when you add the suffix *-ing* to *deserve*?

   h Which is the correct spelling when you add the suffix *-ing* to *bop*?

   i Which is the correct spelling when you write the plural form of *success*?

   j Which is the correct spelling when you write the plural form of *audience*?

   desereved  deserved  
bopped    boped 
guaranteed  guaranteed  
encourageing  encourageing  
contestantes  contestants  
encourageed  encouraged  
deserving  deserveing  
bopping  boping  
successes  successs  
audiencees  audiences

3 Write the nouns in the correct groups.

| Word list |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| seasons         | dresses         | finalists       | mentors         | witnesses       |
| successes       | viewers         | stitches        | guesses         | musicians       |
| losses          | fans            | kisses          | circuses        | echoes          |
| months          | seats           | hours           | curtains        | sandwiches      |

<table>
<thead>
<tr>
<th>Plural nouns with <em>-s</em></th>
<th>Plural nouns with <em>-es</em></th>
</tr>
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<tr>
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</table>
Read the tutorial about full stops, exclamation marks and question marks.

Tutorial

Most sentences are written as statements*. For example: After holding Australian audiences captive for three months, last night's grand finale of The Voice felt as though it would never end. We usually place a full stop at the end of a sentence that is a statement. This shows readers that we have expressed a complete idea or message.

We can show readers the level of emotion or feeling that is expressed in a statement by using an exclamation mark instead of a full stop. For example: Like a sentimental auntie, it just couldn’t say goodbye – for over two hours! An exclamation mark can also be used to show that someone is shouting, especially in direct speech*. For example: “I’ve won!” the contestant cried. Some commands* also end with an exclamation mark instead of a full stop (for example, Win that game!).

In sentences where we are seeking information from someone or we are asking someone to do something, we end the sentence with a question mark. For example: Will the television executives be able to resist messing with the recipe? This sends a clear message to readers about the intention behind the sentence, in this case, to get us thinking about what has happened to other popular television series.

Definitions

Statement: a sentence type where the purpose or function is to state or declare information. For example: I am going to Paris tomorrow.

Direct speech: the exact words that are actually said by a specific person or character. For example: “I need to go home now,” said Joseph.

Command: a sentence that gives a direction or seeks an active response. For example: Leave here!; Go to the supermarket for oranges.; Preheat the oven.

1 Think about what you have read in the tutorial about full stops, exclamation marks and question marks. Are these statements TRUE or FALSE?

- a A full stop is a punctuation mark we use at the end of a question.  ○ True  ○ False
- b We place a question mark at the end of a sentence that is written in question form.  ○ True  ○ False
- c When we want to show shock or surprise in a sentence, we should use an exclamation mark.  ○ True  ○ False

2 Circle the correctly punctuated sentence in each pair.

- a Would this lengthy grand finale never end.  Would this lengthy grand finale never end?
- b Karise Eden was simply stunning!  Karise Eden was simply stunning?
- c Millions of viewers tuned in to this show.  Millions of viewers tuned in to this show?
- d Will The Voice be able to compete with MasterChef?  Will The Voice be able to compete with MasterChef?
- e A cast of visiting musicians helped the performers give their best to the live audience!  A cast of visiting musicians helped the performers give their best to the live audience.
- f Keep away from that!  Keep away from that?
The curtain falls on The Voice for now

3  Add the missing punctuation to each sentence.
   a  Who cares if I haven’t had any singing experience
   b  It is not fair that she won
   c  There were too many contestants, don’t you think
   d  I really enjoy watching this show every Wednesday night
**The curtain falls on The Voice for now**

**Reading comprehension 1: Recognising Text Responses**

**Text type: Text Response**

Read the tutorial about recognising Text Responses.

**Tutorial**

Good readers make predictions about the texts they are about to read, based on the ‘look’ of the text. Text Responses usually look like mini-essays and contain one person’s response to or opinion about another text, event or experience. Text Responses may be written as book reviews or reviews of a television series. *The curtain falls on The Voice for now* is a review of the Season 1 grand finale of the popular entertainment series *The Voice*.

In most Text Responses, the title of the text gives the first clue about the text, event or experience that is being responded to. This is the case in *The curtain falls on The Voice for now*. The opening paragraph repeats the name of the television series and gives readers an indication of the reviewer’s overall response. The rest of the text contains descriptions of aspects of the TV series (for example, who won *The Voice*) and more detailed judgements about these aspects (for example, *Karise Eden ... deserving the confetti shower*).

Text Responses are usually written in sentences and paragraphs. They usually contain both descriptive language* and evaluative language* to describe and evaluate key aspects of the text, event or experience being responded to. For example, in *The curtain falls on The Voice for now* we find words and phrases like just couldn’t say goodbye, encouraged rather than exploited, sang her heart out and a booming encore performance.

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**Definitions**

*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.*

*Evaluative language*: language that contains a positive or negative value judgement about something. For example: *His unruly behaviour let down the whole team.*

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1. Think about what you have read in the tutorial about recognising Text Responses. Glance quickly over the text. Are these statements TRUE or FALSE?
   - a. A Text Response only contains words and phrases that express the writer's opinion. ○ True ○ False
   - b. Text Responses contain one person’s response to or opinion about another text, event or experience. ○ True ○ False
   - c. This text is a review of the final episode of the TV series *The Voice*. ○ True ○ False

2. What text type is *The curtain falls on The Voice for now*? Highlight the correct answer.
   - a. Text Response
   - b. Narrative
   - c. Procedure
   - d. Report

3. What is the purpose of the text? Circle the correct answers.
   - a. The purpose of this text is to present one person’s opinion about the final episode of *The Voice*. ○ True
   - b. The purpose of the text is to convince readers to watch the next season of *The Voice*. ○ True
   - c. The text’s purpose is to provide a personal response to the grand finale of *The Voice*. ○ True
   - d. This text was written to explain how the last episode of *The Voice* was made. ○ True
Find and highlight these words on your copy of the text. Then answer TRUE or FALSE for the statements about the text.

Hint: Run your finger quickly along each line.

Word list

- The Voice
- Javier Vasquez
- grand finale of The Voice
- just couldn’t say goodbye
- for devoted fans
- enormous red mission-control seats
- these judges/mentors
- a reality show
- encouraged rather than exploited
- upcoming album releases
- the four finalists
- celebrity status
- deserving the confetti shower
- thanked her fans
- The Voice-obsessed
- a second season
- Channel 9
- successful second series
- the television executives

4 a This text is about The Voice.  
   ○ True  ○ False

b This text is the story of Karise Eden’s life.  
   ○ True  ○ False

c Aspects of a TV show are described in this text.  
   ○ True  ○ False

d There are words and phrases in this text that show the writer’s opinion.  
   ○ True  ○ False

5 What features of the text make it look like a Text Response? Circle the correct answers.

a It is written like a mini-essay.  
   ○ True  ○ False

b It contains descriptive and evaluative language.  
   ○ True  ○ False

c It expresses one person's opinion about an event.  
   ○ True  ○ False

d It contains a set of instructions.  
   ○ True  ○ False
The curtain falls on *The Voice* for now

Reading comprehension 2: Understanding ideas in Text Responses

Text type: Text Response

Read the tutorial about understanding the ideas in Text Responses.

**Tutorial**

Good readers make sure they understand what is actually written in a text. In *The curtain falls on The Voice for now*, you need to identify the TV series that is the focus or subject of the text (that is, the popular reality TV show *The Voice*). You also need to understand that the writer’s overall judgement of the show is quite negative, as he states that the grand finale of *The Voice* felt as though it would never end.

Despite his feelings about the length of the episode, the reviewer tells readers that this would not have been a problem for devoted fans who had watched the show from the moment the judges (Delta, Seal, Keith and Joel) had first ‘not’ watched the eventual finalists. The reviewer then reveals that he liked the way the show encouraged rather than exploited the contestants, providing them with professional advice from a cast of visiting musicians.

In fact, the reviewer says the show was a win–win for the four finalists because each one of them received professional networking and, of course, celebrity status. He praised the winner, Karise Eden, saying she sang her heart out and gave ... a booming encore performance. Finally, the reviewer expresses his opinion that the proposed second season of *The Voice* has all the ingredients for a commercial success, as long as the television ‘bosses’ don’t mess with the recipe.

1. **Think about what you have read in the tutorial about understanding the ideas in Text Responses.**
   **Now, read the text carefully. Are these statements TRUE or FALSE?**

   a. The reviewer suggests that fans of *The Voice* would have been really pleased the grand finale went for two hours.  
      ○ True  ○ False

   b. In the reviewer’s opinion, Karise Eden was just an average singer who looked good on the night.  
      ○ True  ○ False

   c. The reviewer says that the contestants were encouraged rather than exploited or treated badly.  
      ○ True  ○ False

2. **Re-read the title of the text. Read the predictions that other students have made about the text, based on the title. Circle the answers that you think contain the most likely predictions.**

   a. This text might be about the ending of the show.  
   ○ True  ○ False

   b. This text will be about an accident involving a curtain.  
   ○ True  ○ False

   c. This text will be about something being over or finishing.  
   ○ True  ○ False

   d. This text could be a sci-fi story.  
   ○ True  ○ False

   e. This text will be about the TV series *The Voice*.  
   ○ True  ○ False

   f. It might be about a famous singer giving their final performance on stage.  
   ○ True  ○ False
3 Read these phrases. Circle the ones that are actually used to evaluate the Season 1 grand finale of *The Voice*.

Hint: Skim over the text again if you are not sure whether the writer has actually used a particular word or phrase.

a a show worth watching  
b felt as though it would never end  
c just couldn’t say goodbye  
d thrilled millions of viewers  
e encouraged rather than exploited  
f absolutely exploited the contestants  
g a win–win for the four finalists  
h richly deserving the confetti shower

4 Re-read the third paragraph of the text. What is actually said in this paragraph? Highlight the correct answer.

Hint: You need to read the paragraph closely, looking for what the musicians actually did for or with the contestants.

a The contestants on *The Voice* were picked on and exploited by the visiting musicians. 
b *The Voice* was all about the visiting musicians and their new albums. 
c Visiting musicians tried to make the contestants sing songs from their own albums. 
d On *The Voice*, contestants were given advice and improvement tips by visiting musicians.

5 Read the words in the Word List. Think about how they are used in the text. Draw a line to match each one to its correct definition.

<table>
<thead>
<tr>
<th>Word List</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a sentimental</td>
<td>◇ affectionately attached to someone or something</td>
</tr>
<tr>
<td>b devoted</td>
<td>◇ used selfishly for your own needs</td>
</tr>
<tr>
<td>c exploited</td>
<td>◇ improved; made more effective</td>
</tr>
<tr>
<td>d honed</td>
<td>◇ a coach or instructor</td>
</tr>
<tr>
<td>e encore</td>
<td>◇ small bits of paper, usually coloured, thrown at festive events, particularly weddings</td>
</tr>
<tr>
<td>f standing ovation</td>
<td>◇ showing tender emotions and feelings</td>
</tr>
<tr>
<td>g mentor</td>
<td>◇ enthusiastic clapping and standing up from audience members</td>
</tr>
<tr>
<td>h confetti</td>
<td>◇ a repeat performance</td>
</tr>
</tbody>
</table>
The curtain falls on *The Voice* for now

Reading comprehension 3: Interpreting and analysing ideas in Text Responses

Text type: Text Response

Read the tutorial about interpreting and analysing Text Responses.

**Tutorial**

To interpret and analyse the ideas in Text Responses, you need to make connections between what is written in the text and other things you know. In *The curtain falls on The Voice for now*, you need to make connections with what else you know about reality TV competitions. This helps you understand the unstated or implied message in the text that people can become obsessed by or addicted to shows like *The Voice*, watching every episode of a series leading up to the grand finale.

Making connections between what the reviewer actually writes and what you know about other reality shows also helps you understand why the reviewer praises *The Voice* for encouraging rather than exploiting contestants. While he doesn’t say so directly, the reviewer clearly believes that other reality shows treat contestants badly, perhaps even making them give up their dreams of being a great dancer or singer.

You also need to make a connection with what you know about how hard it is to succeed in the music industry. This helps you to understand why *visiting musicians* would want to mentor the contestants on a popular televised singing competition. As the reviewer implies, they might do this “*for the love of music*” but it would also be very good for their own careers, including sales of new and existing albums.

1. **Think about what you have read in the tutorial about interpreting and analysing Text Responses.** Look back over the text. Are these statements TRUE or FALSE?

   a. The reviewer implies that other reality TV shows do not treat contestants well or fairly.  
   b. There is an unstated message in this text that Australian TV viewers have become addicted to *The Voice*.  
   c. The reviewer suggests or implies that the *visiting musicians* participate in the show because their careers are over.

2. **Good readers ask questions about texts as they are reading them.** What questions could you ask about this text to help you understand it? Circle the correct answers.

   a. How have Australian audiences been held *captive for three months*?
   b. Does Karise Eden want to travel overseas?
   c. What does the reviewer mean by *watching Delta, Seal, Keith and Joel ‘not’ watching in their enormous red mission-control seats*?
   d. How are contestants treated on other reality TV talent shows?
The curtain falls on *The Voice* for now

Reading comprehension 3: Interpreting and analysing ideas in Text Responses  
Text type: Text Response

3. Think about the text’s unstated or implied messages about how Australian audiences reacted to *The Voice*. Answer YES or NO to each of these questions. 
Hint: You have to work these things out. The writer doesn’t say them exactly.

a. Does the reviewer imply that viewers have become addicted to *The Voice*?  
   ○ Yes  ○ No

b. Is the reviewer suggesting that fans of *The Voice* were pleased that the grand finale went for two hours?  
   ○ Yes  ○ No

c. Does the reviewer imply that fans of *The Voice* enjoyed the series from its first episode?  
   ○ Yes  ○ No

d. Is the reviewer suggesting that audiences enjoyed watching the contestants being treated badly?  
   ○ Yes  ○ No

4. Think about the text’s unstated or implied messages about how contestants are treated in reality TV shows. Highlight the statement that best expresses these messages.

a. The reviewer suggests that *The Voice* treats contestants just as meanly as other talent shows.
   
   b. In this text, there is a strong but unstated message that contestants were treated badly in *The Voice*.

   c. In this text, the reviewer implies that *The Voice* is one of the few TV talent shows that treats contestants with respect.

   d. This text implies that all TV talent shows are just about exploiting people’s dreams.

5. Think about what the text implies or suggests about the reasons why successful musicians want to participate in *The Voice*. Read each statement and decide whether it is likely, not likely or there is no evidence in the text to support the statement. Write your answer in the space provided. 
Hint: You have to work this out. The writer doesn’t say this exactly.

a. The musicians will keep supporting ‘their’ contestants after the series is finished.

b. The musicians hope that being on the show will help them sell more albums.

   
   c. The musicians just want to steal the ideas or styles of the contestants.

   
   d. The musicians love their work and want to help other people succeed in the music industry.
The curtain falls on The Voice for now

Reading comprehension 4: Evaluating Text Responses

Text type: Text Response

Read the tutorial about evaluating Text Responses.

Tutorial

Good readers evaluate or make judgements about the effectiveness of texts as they read them. To evaluate a Text Response, you need to decide whether the text contains a clear personal response from the writer about another text, event or experience. This is the case in The curtain falls on The Voice for now. The reviewer tells us that he wasn’t a fan of the series, but it was entertaining, ‘fair’ and likely to be just as popular in its second season.

The text is well organised, with both the title and the opening section clearly identifying the focus of the text and the reviewer’s overall opinion. The rest of the text describes aspects of the show and presents the reviewer’s judgements, based on his personal point of view and what devoted fans liked. The ideas are grouped into short paragraphs, each one with a different focus. This makes the text very easy to follow.

This Text Response contains language that brings the show’s atmosphere to life, by describing and commenting on the actions and reactions of the contestants, judges/mentors and viewers. The reviewer’s opinion is clearly expressed through the use of both descriptive language* and evaluative language*. Even if you are not familiar with the series, you can understand what the reviewer is saying about it.

Definitions

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.

Evaluative language: language that contains a positive or negative value judgement about something. For example: His unruly behaviour let down the whole team.

1 Think about what you have read in the tutorial about evaluating Text Responses. Make a judgement about the text. Are these statements TRUE or FALSE?

a This Text Response contains a clear expression of one person’s response to the grand finale of The Voice.
   ○ True   ○ False

b Readers know from the beginning of the text what the reviewer was responding to, and how he felt about it overall.
   ○ True   ○ False

c The language used in the text paints a good picture of the show, but does not indicate the reviewer’s opinion about it.
   ○ True   ○ False

2 Think about the reviewer’s response to the last episode of Season 1 of The Voice. Highlight the statement that expresses this.

Hint: Find evidence in the text and make a judgement.

a The reviewer is a devoted fan of The Voice and he just can’t see a thing wrong with it.

b This review was written by someone who absolutely loved every minute of the finale of The Voice.

c This review just criticises everything about The Voice.

d The reviewer is not a fan of The Voice but he has expressed an opinion about some of its ‘good points’.

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3  Think about the language features of this text. Circle the statements that describe them.
   Hint: Find evidence in the text and make a judgement.
   a  Many descriptive words and phrases are used to describe aspects of the show.
   b  Too many of the words in the text are technical terms that only musicians would understand.
   c  Evaluative language is used to express the reviewer’s opinions.
   d  Many of the words in the text convey the excitement of both the audience and the contestants during the show.

4  Think about how evaluative words and phrases are used to express the reviewer’s opinion about *The Voice*. Find four examples in the opening paragraph. Write them in the space provided.

____________________________________
____________________________________
____________________________________
____________________________________

5  Read these statements that other students have made about *The curtain falls on The Voice for now*. Circle each statement that you think is a fair comment on the text.
   Hint: This is not just opinion. You need to use evidence from the text to make an assessment.
   a  Some people would agree that two hours of *The Voice* is too much!
   b  This review was fair; even though the reviewer wasn’t a fan of *The Voice*, he saw the good points in the show.
   c  This review just bagged *The Voice*; he was too biased.
   d  Even if you didn’t watch this episode of *The Voice*, you would be able to picture it from the language the reviewer used.
The curtain falls on The Voice for now

Writing 1: Writing Text Responses  
Text type: Text Response

Read the tutorial about writing Text Responses.

Tutorial

Text Responses are written in response to another text, event or experience. Text Responses are often written in the form of a review, for example, a review of a book or concert. The curtain falls on The Voice for now is a review of the grand finale of Season 1 of The Voice, a popular reality TV series. It was written for a general audience who might be interested in reading about the reviewer's opinion of this event.

Text Responses are usually organised in three stages: the Context stage, the Description stage and the Judgement stage. In the Context stage, the writer identifies what they are responding to (for example, the grand finale of The Voice) and states their overall response or opinion (for example, it would never end). This is usually followed by the Description stage. Here, the writer gives a brief description of the text, event or experience they are responding to (for example, judges/mentors, enormous red seats and bopped, rocked and lip-synced along).

In the Judgement stage, the writer presents their opinions about the text, event or experience, usually based on some evidence. In The curtain falls on The Voice for now, the reviewer tells his readers that at least this show encouraged rather than exploited contestants and that the four finalists all benefited from being in the finale. The reviewer concludes by stating that he thinks the second season of the series will be a success, as long as the TV ‘bosses’ can resist messing with the recipe.

1 Think about what you have read in the tutorial about writing Text Responses. Are these statements TRUE or FALSE?

a Text Responses are written to express a personal view or opinion about a specific text, event or experience.  
True False

b Text Responses are only ever written in the form of an essay.  
True False

c Text Responses typically contain three stages: Context, Description and Judgement.  
True False

2 What type of text is The curtain falls on The Voice for now? Highlight the correct answer.

a Narrative
b Text Response
c Explanation
d Recount

3 What is the purpose of the text? Circle the correct answers.

a The purpose of the text is to express a personal response to the grand finale of The Voice.
b The text was written to convince readers to watch the second season of The Voice.
c The text was written to tell us about Karise Eden, the winner of the first season of The Voice.
d The purpose of the text is to tell readers what the writer thought about the last episode of The Voice.
4 Read the words and phrases that another student has used to analyse aspects of the text. Draw a line to match the labels with their correct definitions.

<table>
<thead>
<tr>
<th>Labels</th>
<th>Definitions</th>
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<tbody>
<tr>
<td>a Text type</td>
<td>to express a personal response about the grand finale of The Voice</td>
</tr>
<tr>
<td>b Text form</td>
<td>people interested in reading the reviewer’s opinion about the grand finale of The Voice</td>
</tr>
<tr>
<td>c Purpose</td>
<td>Text Response</td>
</tr>
<tr>
<td>d Audience</td>
<td>Context, Description and Judgement</td>
</tr>
<tr>
<td>e Stages of the text</td>
<td>review</td>
</tr>
</tbody>
</table>

5 Think about how this text has been organised. Read the stage labels and statements about the text. Draw a line to match the stages with the correct statements.

<table>
<thead>
<tr>
<th>Stages</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Context</td>
<td>In this paragraph, even though he is not a fan of the show, the writer admits that the winner of season one of The Voice deserved to win.</td>
</tr>
<tr>
<td>b Description</td>
<td>In this stage, the grand finale of The Voice is identified as the focus of the text and the writer tells us he thought it went for too long.</td>
</tr>
<tr>
<td>c Judgement paragraph 1</td>
<td>Here, the writer states his view that the second series will probably be successful as long as the format isn’t changed too much.</td>
</tr>
<tr>
<td>d Judgement paragraph 2</td>
<td>In this paragraph, the writer expresses his opinion that The Voice is a show where contestants are treated fairly and helped by the visiting musicians.</td>
</tr>
<tr>
<td>e Judgement paragraph 3</td>
<td>Here, the writer gives a brief description of the show in general and what the audience response was like on the night of the grand finale.</td>
</tr>
</tbody>
</table>
The curtain falls on *The Voice* for now

**Writing 2: Language features of Text Responses**

Text type: Text Response

**Read the tutorial about the language features of Text Responses.**

### Tutorial

Text Responses usually contain evaluative language. For example, in *The curtain falls on The Voice for now*, we find words and phrases such as *encouraged, exploited, deserving* and *sang her heart out*. These words and phrases are used to convey or express value judgements; from them, we ‘read’ the writer’s opinions about the grand finale (and the show in general).

Text Responses also contain descriptive language, including nouns, pronouns and adjectives, to create a ‘picture’ of aspects of the focus text, event or experience (e.g. *over two hours, millions of viewers, their talents and upcoming album releases*). Descriptive language gives readers a sense of what the reviewer is talking about, even though they may not have seen, read or attended the focus text, event or experience.

Text Responses usually contain a wide range of verbs, to link information and express ‘happenings’. For example, in *The curtain falls on The Voice for now*, we find action verbs* (e.g. *rocked, bopped*), relating verbs* (e.g. *had, was, felt*) and saying verbs (e.g. *say, thanked*). In many cases, more information is added to these verbs using adverbs (e.g. *probably, all there*) and adverbial phrases* (e.g. *for 2013, for a commercial success*).

### Definitions

**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.*

**Relating verb:** a verb that links two pieces of information together. For example: *I am happy; The ocean is rough today; The government has no right to interfere in this matter; The girls became good friends.*

**Adverbial phrase:** a phrase that adds extra detail about what is going on in a clause or sentence. For example: *They came too late to do any good; She sang at the concert.*

---

1. **Think about what you have read in the tutorial about the language features of Text Responses. Are these statements TRUE or FALSE?**
   
   a. Text responses do not usually contain adverbs or adverbial phrases.  
      ○ True  ○ False
   
   b. Text Responses usually contain different kinds of verbs.  
      ○ True  ○ False
   
   c. Text Responses contain both descriptive and evaluative language.  
      ○ True  ○ False

2. **Why is evaluative language used in Text Responses? Highlight the correct answer.**
   
   Hint: Re-read the tutorial if you are not sure about this.

   a. Evaluative language is used in a Text Response to express the writer’s opinions or judgements.
   
   b. Evaluative language is used in Text Responses to describe aspects of the focus text, event or experience.

   c. Text Responses contain evaluative language to make them sound more informed.

   d. Text Responses contain evaluative language to make them sound more reader-friendly.
The curtain falls on *The Voice* for now

3 Read the words and phrases that another student has used to analyse the language features of the text. Draw a line to match the language features with their examples.

<table>
<thead>
<tr>
<th>Language features</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>a nouns</td>
<td>four, professional, booming, second</td>
</tr>
<tr>
<td>b pronouns</td>
<td>audiences, viewers, finale, contestants</td>
</tr>
<tr>
<td>c adjectives</td>
<td>for three months, from the beginning, in many ways, for <em>The Voice</em>-obsessed</td>
</tr>
<tr>
<td>d adverbs</td>
<td>it, they, she, I</td>
</tr>
<tr>
<td>e adverbial phrases</td>
<td>probably, simply, richly, certainly</td>
</tr>
</tbody>
</table>

4 Write the verbs in the correct groups.  
Hint: Action verbs represent physical actions that we can observe; relating verbs are used to link two pieces of information.

<table>
<thead>
<tr>
<th>Verb list</th>
<th>Action verbs</th>
<th>Relating verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧✧ had</td>
<td>✧✧ are</td>
<td>✧✧ were honed</td>
</tr>
<tr>
<td>✧✧ was</td>
<td>✧✧ felt</td>
<td>✧✧ was guaranteed</td>
</tr>
<tr>
<td>✧✧ rocked</td>
<td>✧✧ lip-synced</td>
<td>✧✧ am</td>
</tr>
<tr>
<td>✧✧ be</td>
<td>✧✧ had arrived</td>
<td>✧✧ gave</td>
</tr>
<tr>
<td>✧✧ bopped</td>
<td>✧✧ were</td>
<td>✧✧ is</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✧✧ hold</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✧✧ will finish</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✧✧ have</td>
</tr>
</tbody>
</table>

5 Circle the examples of evaluative language.  
Hint: Evaluative language expresses a value judgement or opinion.

| a captive       | f enormous red mission-control seats |
| b sentimental auntie | g sang her heart out |
| c visiting musicians | h richly deserving |
| d devoted fans   | i For *The Voice*-obsessed |
| e were encouraged rather than exploited | j messing with the recipe |
Read the tutorial about modal verbs and modal adverbs.

**Tutorial**

In English, we can use some verbs* to show how certain we are about something or how much obligation or pressure there is for something to happen. For example: *He should have auditioned for the show.*; *Only good singers can expect to win.*; *The next series might be worth watching.*

Verbs that express levels of certainty or obligation are called modal verbs. Sometimes, they are also called modal auxiliary verbs*, because they are ‘helping’ verbs. Modal verbs cannot be used on their own; they are always combined with a full or ‘content’ verb (e.g. *win*, *sing*, *perform*). Common modal verbs are *must*, *has to*, *should*, *can*, *need to*, *may*, *might*, *could* and *would*.

Some adverbs* can also be used to express how certain we are about something or how much obligation or pressure there is for something to happen. For example: *That young singer will probably win the competition* and *I never want to watch that show again*. Other common modal adverbs are *possibly*, *perhaps*, *maybe*, *sometimes* and *always*.

<table>
<thead>
<tr>
<th>1</th>
<th>Think about what you have read in the tutorial about modal verbs and modal adverbs. Are these statements TRUE or FALSE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Modal verbs are used to express some level of certainty or obligation about something.</td>
</tr>
<tr>
<td>b</td>
<td>There are only two modal adverbs: <em>probably</em> and <em>possibly</em>.</td>
</tr>
<tr>
<td>c</td>
<td>A modal verb is always combined with a full or ‘content’ verb.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>Choose the modal verb that best completes the sentence. Write it in the space provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You have a sensational singing voice so you __________ compete on The Voice.</strong></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>might</td>
</tr>
<tr>
<td>b</td>
<td>must</td>
</tr>
<tr>
<td>c</td>
<td>can</td>
</tr>
<tr>
<td>d</td>
<td>may</td>
</tr>
</tbody>
</table>

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Definitions

Verb: a word that expresses an ‘action’ or ‘state’. For example: *He jumped over the fence*; *The bird is endangered*; *He knew the answer*; *The driver felt nervous*; *I heard a noise*; *The children shouted to each other*.

Auxiliary verb: a verb that adds meaning to or ‘helps’ a main or full verb. For example: *I am working today*; *They will require lunch*; *Two different companies have opened new coalmines in the Yarra Valley*.

Adverb: a single word that adds extra detail to a verb, an adjective, another adverb or a whole sentence. For example: *He painted beautifully*; *She walked very slowly*; *They are really happy*; *Surprisingly, I enjoyed the party*.
3. **Circle the modal verbs.**
   Hint: Modal verbs are used to express a level of certainty or obligation about something.
   
   a. compete
   b. might
   c. could
   d. may

4. **Write each of the words in the correct group.**

<table>
<thead>
<tr>
<th>Word list</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ possibly ♦ must ♦ maybe ♦ always ♦ would</td>
</tr>
<tr>
<td>♦ probably ♦ can ♦ should ♦ may ♦ perhaps</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Modal verbs</th>
<th>Modal adverbs</th>
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<td></td>
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</tbody>
</table>
The curtain falls on *The Voice* for now

Grammar 2: Sentences with grammatical Themes

**Tutorial**

In English, we typically begin sentences with the subject* or topic of the sentence. For example: The grand finale of *The Voice* was shown on Channel 9 last Tuesday night. The subject of this sentence is *The grand finale of The Voice*. Placing the subject first in the sentence tells listeners and speakers who or what the sentence is about, before they have to think about any other information.

However, the subject does not always have to be written first. For example: Last Tuesday night, *the grand finale of The Voice* was shown on Channel 9. In this sentence, the phrase Last Tuesday night has been moved into first place in the sentence. The subject is still *the grand finale of The Voice*, but it is no longer the first part of the sentence that we read.

Sentences that begin with a part of the sentence other than the subject are said to have a grammatical Theme. We create sentences with grammatical Themes when we want to draw readers’ attention to something other than the subject. For example, Richly deserving the confetti shower and standing ovation, Karise Eden was the winner. The grammatical Theme in this sentence draws our attention to the writer’s opinion that the win was well deserved.

---

1. **Think about what you have read in the tutorial about sentences with grammatical Themes.** Are these statements TRUE or FALSE?

   - a. A sentence with a grammatical Theme begins with something other than the subject of the sentence. **○ True ○ False**
   - b. When a sentence begins with something other than its subject or topic, we say it has a grammatical Theme. **○ True ○ False**
   - c. The subject or topic always comes first in a sentence. **○ True ○ False**

2. **Choose the grammatical Theme that best completes the sentence. Write it in the space provided.**

   From the beginning, millions of viewers enjoyed watching Delta, Seal, Keith and Joel ‘not’ watching in their enormous red mission-control seats.

   - a. At last
   - b. For devoted fans
   - c. Like a sentimental auntie
   - d. From the beginning

3. **Circle the sentences with grammatical Themes.**

   - a. Finally, a reality TV show had arrived where contestants were encouraged rather than exploited.
   - b. *The Voice* already has all the ingredients for a successful second series.
   - c. In many ways, the grand finale was a win–win for the four finalists.
   - d. In the end, it was Karise Eden who sang her heart out.

---

The curtain falls on *The Voice* for now

**Grammar 2: Sentences with grammatical Themes**

**Text type: Text Response**

4 Read the sentences. Highlight each of the grammatical Themes.

a Despite its length, fans of *The Voice* stayed tuned in to this grand finale.

b With total confidence, Karise gave a booming performance.

c For *The Voice*-obsessed, this show will be back in no time at all.

d Aside from the fame, *The Voice* gave these contestants so much to celebrate.

e No matter how long it takes, the producers must make another season of *The Voice*!
The curtain falls on The Voice for now

Read each question carefully and circle one answer.

1. Which spelling is correct?
   - sentimental
   - sentimentel
   - sentamentil
   - sentermental

2. Which spelling is incorrect?
   - celebrity
   - musicans
   - performance
   - encouraged

3. Which word in this sentence is spelled incorrectly?
   *The ingredients are certainly all there for a commercial success.*
   - certainly
   - commercial
   - success
   - ingrediants

4. What is the base word of viewers?
   - view
   - viewed
   - viewing
   - views

5. In the context of this sentence, what is confetti?
   *In the end, it was Karise Eden who sang her heart out and won, richly deserving the confetti shower and standing ovation.*
   - a dessert that is eaten by champions
   - a liquid that you use when taking a shower
   - a hat worn by accomplished singers
   - small pieces of paper or foil that are thrown in celebration

6. In the context of this sentence, what does the phrase grand finale mean?
   *After holding Australian audiences captive for three months, last night’s grand finale of The Voice felt as though it would never end.*
   - a solemn public ceremony
   - a private celebration
   - the last show, in which the winner is decided
   - the beginning of a competition

7. What does the word encore relate to?
   - a party
   - a performance
   - a contract
   - a recording

8. Which word in this sentence is a synonym for cried?
   *She wept, thanked her fans and then gave them a booming encore performance.*
   - booming
   - thanked
   - gave
   - wept

9. Which word is written in the past tense?
   - hope
   - will
   - say
   - sang

10. What type of word is ovation?
    - an adjective
    - a noun
    - a verb
    - an adverb
11 Which of the following is a simile?

☐ After holding Australian audiences captive for three months ...
☐ The grand finale was a win–win for the four finalists ...
☐ Like a sentimental auntie, it just couldn’t say goodbye ...
☐ Karise Eden sang her heart out ...

12 What type of word is **finalists**?

☐ a plural noun
☐ a plural verb
☐ a singular noun
☐ a singular verb

13 Which of the following lists contains words that are all verbs?

☐ thrilled, talents, easier
☐ thanked, gave, arrived
☐ win, recording, television
☐ scheduled, mess, recipe

14 Which sentence contains a grammatical Theme?

☐ The wait was worth it for devoted fans.
☐ *The Voice* is a reality show where contestants are encouraged rather than exploited.
☐ I just hope the television executives don’t mess with the recipe.
☐ From the beginning, millions of viewers enjoyed watching the judges ‘not’ watching the contestants.

15 Which two words are contracted to form the word **let’s**?

☐ let is
☐ let as
☐ let us
☐ let theirs

16 What part of speech is **lip-synced** in this sentence?

*The audience at home probably bopped, rocked and lip-synced along with these judges/mentors and their ‘stars’.*

☐ noun
☐ adjective
☐ verb
☐ adverb

17 Why is the phrase *The Voice* shown in italics throughout the text?

☐ It is the title of a television show.
☐ It is a quotation.
☐ It draws the readers’ attention to the phrase.
☐ It is the name of a person.

18 What punctuation mark appears in the expression **judges/mentors**?

☐ hyphen
☐ dash
☐ apostrophe
☐ slash

19 Which punctuation marks are used to enclose some of the words in this sentence?

*It is nicer to think they offered help simply “for the love of music”.*

☐ brackets
☐ quotation marks
☐ a full stop
☐ all of these

20 How is the proposed date for the second season of *The Voice* expressed in this sentence?

*The curtain won’t be down for long: a second season has already been scheduled for 2013.*

☐ in numerals
☐ in letters
☐ in words
☐ none of the above
The curtain falls on *The Voice* for now

NAPLAN*-style questions: Reading

Text type: Text Response

Read each question carefully and circle one answer.

1. What form of text is *The curtain falls on The Voice for now*?
   - a review of the season finale of a television show
   - a review of Delta Goodrem’s most recent album
   - a review of Karise Eden’s performance
   - a review of an episode of *MasterChef*

2. What aspect of the grand finale were fans prepared to overlook, according to the reviewer?
   - The fact that it only went for two hours.
   - The fact that it went for over two hours.
   - The fact that it felt as though it would never end.
   - The fact that it ended so abruptly.

3. What is the meaning of the title of this text?
   - The television show is over for 2012.
   - A drape fell onto the stage.
   - The show has been cancelled permanently.
   - The show has been a dismal failure.

4. What does the reviewer mean when he says *a reality show had arrived where contestants were encouraged rather than exploited*?
   - The reviewer believes that all reality shows, including *The Voice*, treat contestants badly.
   - The reviewer believes that reality shows like *The Voice* should be banned.
   - The reviewer thinks that all reality shows try to encourage contestants to do their best and feel good about themselves.
   - The reviewer thinks that *The Voice* treats contestants well, compared to other reality shows.

5. Who was the winning contestant of the 2012 Australian season of *The Voice*?
   - Karise Eden
   - Javier Vasquez
   - Delta Goodrem
   - One Direction

6. What is this reviewer’s opinion of the show?
   - He likes the concept of the show, but he thinks the contestants are exploited.
   - He is not a fan of the show, but he likes the way that contestants were encouraged.
   - He hopes the show will not come back for another season.
   - He dislikes the whole idea of the show.

7. Which phrase reveals the degree of the show’s popularity?
   - like a sentimental auntie
   - a win–win
   - a commercial success
   - thrilled millions of viewers

8. What two possible reasons does the writer give for the involvement of visiting musicians in mentoring contestants?
   - for huge fees paid by television executives and gifts from sponsors of the show
   - to please their Australian fans and because they were in Australia on holiday anyway
   - for the love of music and promotion of their upcoming albums
   - because they were especially impressed with some of the contestants and hoped to record an album with them

9. To which television show does the writer compare *The Voice* in terms of its success?
   - *The Voice USA*
   - *Australian Idol*
   - *The X Factor*
   - *MasterChef*

10. The writer uses what kind of imagery at the end of the text?
    - cooking imagery
    - television imagery
    - sales imagery
    - business imagery

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### Spelling: Words that contain common suffixes

1. a True  
2. b True  
3. c False; the final consonant in these verbs is usually doubled before you add the suffix.

### Punctuation: Full stops, exclamation marks, and question marks

1. a False; the full stop is a punctuation mark that signals the end of a statement or command.  
2. b True  
3. c True

### Reading comprehension 1: Recognising Text Responses

1. a False; Text Responses also contain words and phrases that describe and evaluate the focus of the text.  
2. b True  
3. c True

### Reading comprehension 2: Understanding ideas in Text Responses

1. a True  
2. b False; the reviewer says that Karise sang her heart out and deserved to win.  
3. c False; the reviewer says that the contestants were encouraged rather than exploited or treated badly.

### Reading comprehension 3: Interpreting and analysing ideas in Text Responses

1. a True  
2. b Correct  
3. c False; the reviewer implies that they participate in the show because it helps promote their own careers, including new album releases.

### Reading comprehension 4: Evaluating Text Responses

1. a True  
2. b Correct  
3. c Correct  
4. d Incorrect  
5. e Yes  
6. f Likely  
7. g Correct  
8. h Fair  
9. i False  
10. j No  
11. k No  
12. l Likely  
13. m Likely  
14. n Likely  
15. o No  
16. p Likely  
17. q No  
18. r Likely  
19. s Likely

### Writing 1: Writing Text Responses

1. a True  
2. b Incorrect  
3. c Correct  
4. d Incorrect  
5. e Correct  
6. f Incorrect  
7. g Correct  
8. h Incorrect  
9. i True  
10. j Correct  
11. k Correct  
12. l Correct  
13. m Correct

Answers: The curtain falls on *The Voice* for now

Text type: Text Response

d Judgement paragraph 2: In this paragraph, even though he is not a fan of the show, the writer admits that the winner of season one of *The Voice* deserved to win.

e Judgement paragraph 3: Here, the writer states his view that the second series will probably be successful as long as the format isn't changed too much.

Writing 2: Language features of Text Responses

1. a False; adverbs and adverbial phrases are often used in Text Responses to add more details to verbs. b True
2. a Correct b Incorrect c Incorrect d Incorrect
3. a nouns: audiences, viewers, finale, contestants b pronouns: it, they, she, I c adjectives: four, professional, booming, second d adverbs: probably, simply, richly, certainly e adverbial phrases: for three months, from the beginning, in many ways, for *The Voice*-obsessed

4. Action verbs: rocked, bopped, lip-synced, had arrived, were honed, was guaranteed, gave, has been scheduled, held, will finish
   Relating verbs: had, was, be, are, felt, were, is, am, had, have

Grammar 1: Modal verbs and modal adverbs

1. a True b False; there are at least six commonly used modal adverbs. c True
2. a Incorrect b Correct c Incorrect d Incorrect
3. a Incorrect b Correct c Correct d Correct
4. Modal verbs: must, can, should, may, would
   Modal adverbs: possibly, maybe, always, probably, perhaps

Grammar 2: Sentences with grammatical Themes

1. a True b True c False; the word or words at the beginning of a sentence are not always the subject. Sometimes speakers and writers start sentences with grammatical Themes.

2. a Incorrect b Incorrect c Incorrect d Correct
3. a Correct b Incorrect c Correct d Correct
4. a Despite its length b With total confidence c For *The Voice*-obsessed d Aside from the fame e No matter how long it takes

NAPLAN*-style questions: Language conventions

1. sentimental
2. musicians
3. ingredients
4. view
5. small pieces of paper or foil that are thrown in celebration
6. the last show, in which the winner is decided
7. a performance
8. wept
9. sang
10. a noun
11. Like a sentimental auntie, it just couldn't say goodbye.
12. a plural noun
13. thanked, gave, arrived
14. From the beginning, millions of viewers enjoyed watching the judges 'not' watching the contestants.
15. let us
16. verb
17. It is the title of a television show.
18. slash
19. quotation marks
20. in numerals

NAPLAN*-style questions: Reading

1. a review of the season finale of a television show
2. The fact that it went for over two hours.
3. The television show is over for 2012.
4. The reviewer thinks that *The Voice* treats contestants well, compared to other reality shows.
5. Karise Eden
6. He is not a fan of the show, but he likes the way that contestants were encouraged.
7. thrilled millions of viewers
8. for the love of music and promotion of their upcoming albums
9. *MasterChef*
10. cooking imagery