

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?

👁️ Read the word list and the tutorial about spelling words that contain common suffixes.

Word list: contestants bopped deserving encouraged guaranteed

Tutorial

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*.

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.

1 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

2 Circle the correct answer to each question.

- | | | | |
|---|---|---------------------|---------------------|
| a | Which is the correct spelling when you add the suffix <i>-ed</i> to <i>deserve</i> ? | deserveed | deserved |
| b | Which is the correct spelling when you add the suffix <i>-ed</i> to <i>bop</i> ? | bopped | boped |
| c | Which is the correct spelling when you add the suffix <i>-ed</i> to <i>guarantee</i> ? | guaranted | guaranteed |
| d | Which is the correct spelling when you add the suffix <i>-ing</i> to <i>encourage</i> ? | encouraging | encourageing |
| e | Which is the correct spelling when you write the plural form of <i>contestant</i> ? | contestantes | contestants |
| f | Which is the correct spelling when you add the suffix <i>-ed</i> to <i>encourage</i> ? | encourageed | encouraged |
| g | Which is the correct spelling when you add the suffix <i>-ing</i> to <i>deserve</i> ? | deserving | deserveing |
| h | Which is the correct spelling when you add the suffix <i>-ing</i> to <i>bop</i> ? | bopping | boping |
| i | Which is the correct spelling when you write the plural form of <i>success</i> ? | successes | successs |
| j | Which is the correct spelling when you write the plural form of <i>audience</i> ? | 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 |

Plural nouns with -s	Plural nouns with -es

👁️ 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 <i>The Voice</i> be able to compete with <i>MasterChef</i> ? | Will <i>The Voice</i> be able to compete with <i>MasterChef</i> . |
| 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? |

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

👁️ 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*.

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 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*.
- b The purpose of the text is to convince readers to watch the next season of *The Voice*.
- c The text's purpose is to provide a personal response to the grand finale of *The Voice*.
- d This text was written to explain how the last episode of *The Voice* was made.

4 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

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

- 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.
- b It contains descriptive and evaluative language.
- c It expresses one person's opinion about an event.
- d It contains a set of instructions.

👁️ 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.
- b This text will be about an accident involving a curtain.
- c This text will be about something being over or finishing.
- d This text could be a sci-fi story.
- e This text will be about the TV series *The Voice*.
- f It might be about a famous singer giving their final performance on stage.

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.

Word List

- a sentimental
- b devoted
- c exploited
- d honed
- e encore
- f standing ovation
- g mentor
- h confetti

Definitions

- ✧ affectionately attached to someone or something
- ✧ used selfishly for your own needs
- ✧ improved; made more effective
- ✧ a repeat performance
- ✧ a coach or instructor
- ✧ small bits of paper, usually coloured, thrown at festive events, particularly weddings
- ✧ showing tender emotions and feelings
- ✧ enthusiastic clapping and standing up from audience members

 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. True False
- b There is an unstated message in this text that Australian TV viewers have become addicted to *The Voice*. True False
- c The reviewer suggests or implies that the *visiting musicians* participate in the show because their careers are over. True False

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?

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. _____

👁️ 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'.

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.

 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.

Labels

- a Text type
- b Text form
- c Purpose
- d Audience
- e Stages of the text

Definitions

- ✧ to express a personal response about the grand finale of *The Voice*
- ✧ people interested in reading the reviewer's opinion about the grand finale of *The Voice*
- ✧ Text Response
- ✧ Context, Description and Judgement
- ✧ review

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.

Stages

- a Context
- b Description
- c Judgement paragraph 1
- d Judgement paragraph 2
- e Judgement paragraph 3

Statements

- ✧ 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.
- ✧ 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.
- ✧ Here, the writer states his view that the second series will probably be successful as long as the format isn't changed too much.
- ✧ 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.
- ✧ 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.

👁️ 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.

👁️ 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*.

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.*

1 Think about what you have read in the tutorial about modal verbs and modal adverbs. Are these statements **TRUE** or **FALSE**?

- a Modal verbs are used to express some level of certainty or obligation about something. True False
- b There are only two modal adverbs: *probably* and *possibly*. True False
- c A modal verb is always combined with a full or 'content' verb. True False

2 Choose the modal verb that best completes the sentence. Write it in the space provided.

Hint: Think about the level of certainty or pressure that is intended in this sentence.

You have a sensational singing voice so you _____ compete on *The Voice*.

- a might
- b must
- c can
- d may

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.

Word list

✧ possibly	✧ must	✧ maybe	✧ always	✧ would
✧ probably	✧ can	✧ should	✧ may	✧ perhaps

Modal verbs	Modal adverbs

👁️ Read the tutorial about 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.

Definition

Subject: a word or phrase that represents the 'doer' of a verb. For example: **The train** is leaving.; **I** saw a movie last night.; **The children in the house** were frightened by the storm.

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.

_____, 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

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*!

Read each question carefully and circle one answer.

1 Which spelling is correct?

- sentimental
- sentimetal
- sentamentil
- sentermental

2 Which spelling is incorrect?

- celebrity
- musicans
- performance
- encouraged

3 Which word in this sentence is spelled incorrectly?

The ingrediants 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

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

Spelling: Words that contain common suffixes

- 1** a True b True c False; the final consonant in these verbs is usually doubled before you add the suffix.
- 2** a deserved b bopped c guaranteed
d encouraging e contestants f encouraged
g deserving h bopping i successes j audiences
- 3** **Plural nouns ending with -s:** seasons, months, viewers, fans, seats, finalists, hours, mentors, curtains, musicians
Plural nouns ending with -es: successes, losses, dresses, stitches, kisses, echoes, guesses, circuses, witnesses, sandwiches

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. b True c True
- 2** a Would this lengthy grand finale never end?
This sentence is written in the form of a question, so it needs a question mark at the end.
b Karise Eden was simply stunning!
This sentence is more likely to be expressing excitement or enthusiasm than asking a question, so it needs an exclamation mark at the end.
c Millions of viewers tuned in to this show.
This sentence is more likely to be stating the 'facts' than asking a question, so it needs a full stop at the end.
d Will *The Voice* be able to compete with *Masterchef*?
This sentence is written in the form of a question, so it needs a question mark at the end.
e A cast of visiting musicians helped the performers give their best to the live audience.
This sentence is more likely to be stating the 'facts' than expressing emotions or feelings, so it needs a full stop at the end.
f Keep away from that!
This sentence is more likely to be giving a command than asking a question, so it needs an exclamation mark at the end.
- 3** a Question mark b Exclamation mark
c Question mark d Full stop

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.
b True c True
- 2** a Correct b Incorrect c Incorrect d Incorrect
- 3** a Correct b Incorrect c Correct d Incorrect
- 4** a True b False c True d True
- 5** a Correct b Correct c Correct d Incorrect

Reading comprehension 2: Understanding ideas in Text Responses

- 1** a True b False; the reviewer says that Karise *sang her heart out* and deserved to win. c False; the reviewer says that the contestants were encouraged rather than exploited or treated badly.
- 2** a Correct b Incorrect c Correct d Incorrect
e Correct f Correct

- 3** a Incorrect b Correct c Correct d Correct
e Correct f Incorrect g Correct h Correct
- 4** a Incorrect b Incorrect c Incorrect d Correct
- 5** a sentimental: showing tender emotions and feelings
b devoted: affectionately attached to someone or something
c exploited: used selfishly for your own needs
d honed: improved; made more effective
e encore: a repeat performance
f standing ovation: enthusiastic clapping and standing up from audience members
g mentor: a coach or instructor
h confetti: small bits of paper, usually coloured, thrown at festive events, particularly weddings

Reading comprehension 3: Interpreting and analysing ideas in Text Responses

- 1** a True b True c False; the reviewer implies that they participate in the show because it helps promote their own careers, including new album releases.
- 2** a Correct b Incorrect; this is an interesting 'general' question, but it doesn't help you understand the text.
c Correct d Correct
- 3** a Yes b Yes c Yes d No
- 4** a Incorrect b Incorrect c Correct d Incorrect
- 5** a No evidence b Likely c Not likely d Likely

Reading comprehension 4: Evaluating Text Responses

- 1** a True b True c False; it is very clear from the language used in this text what the writer thinks about *The Voice*.
- 2** a Incorrect b Incorrect c Incorrect d Correct
- 3** a Correct b Incorrect c Correct d Correct
- 4** captive, never end, a sentimental auntie, couldn't say goodbye
- 5** a Fair b Fair c Unfair d Fair

Writing 1: Writing Text Responses

- 1** a True b False; Text Responses are often written as book, film and concert reviews. c True
- 2** a Incorrect b Correct c Incorrect d Incorrect
- 3** a Correct b Incorrect c Incorrect d Correct
- 4** a Text type: Text Response
b Text form: review
c Purpose: to express a personal response about the grand finale of *The Voice*
d Audience: people interested in reading the reviewer's opinion about the grand finale of *The Voice*
e Stages: Context, Description and Judgement
- 5** a Context: 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.
b Description: 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.
c Judgement paragraph 1: 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.

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

- a** False; adverbs and adverbial phrases are often used in Text Responses to add more details to verbs. **b** True
c True
- a** Correct **b** Incorrect **c** Incorrect **d** Incorrect
- 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
- Action verbs:** rocked, bopped, lip-synced, had arrived, were honed, was guaranteed, gave, has been scheduled, hold, will finish
Relating verbs: had, was, be, are, felt, were, is, am, had, have
- a** Correct **b** Correct **c** Incorrect **d** Correct
e Correct **f** Incorrect **g** Correct **h** Correct
i Correct **j** Correct

Grammar 1: Modal verbs and modal adverbs

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

Grammar 2: Sentences with grammatical Themes

- 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.
- a** Incorrect **b** Incorrect **c** Incorrect **d** Correct
- a** Correct **b** Incorrect **c** Correct **d** Correct
- 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

- sentimental
- musicians
- ingredients
- view
- small pieces of paper or foil that are thrown in celebration
- the last show, in which the winner is decided
- a performance

- wept
- sang
- a noun
- Like a sentimental auntie, it just couldn't say goodbye.
- a plural noun
- thanked, gave, arrived
- From the beginning, millions of viewers enjoyed watching the judges 'not' watching the contestants.
- let us
- verb
- It is the title of a television show.
- slash
- quotation marks
- in numerals

NAPLAN*-style questions: Reading

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