



Blue Fish Tuition

**11 Plus English
Reading comprehension
practice paper**

Television

45 minutes

Television

Roald Dahl

The most important thing we've learned,
So far as children are concerned,
Is never, NEVER, NEVER let
Them near your television set —
Or better still, just don't install
The idiotic thing at all.
In almost every house we've been,
We've watched them gaping at the screen.
They loll and slop and lounge about,
And stare until their eyes pop out.
(Last week in someone's place we saw
A dozen eyeballs on the floor.)
They sit and stare and stare and sit
Until they're hypnotised by it,
Until they're absolutely drunk
With all that shocking ghastly junk.
Oh yes, we know it keeps them still,
They don't climb out the window sill,
They never fight or kick or punch,
They leave you free to cook the lunch
And wash the dishes in the sink —
But did you ever stop to think,
To wonder just exactly what
This does to your beloved tot?
IT ROTTS THE SENSE IN THE HEAD!



IT KILLS IMAGINATION DEAD!
IT CLOGS AND CLUTTERS UP THE MIND!
IT MAKES A CHILD SO DULL AND BLIND
HE CAN NO LONGER UNDERSTAND
A FANTASY, A FAIRYLAND!
HIS BRAIN BECOMES AS SOFT AS CHEESE!
HIS POWERS OF THINKING RUST AND FREEZE!
HE CANNOT THINK - HE ONLY SEES!
'All right! ' you'll cry. 'All right! ' you'll say,
'But if we take the set away,
What shall we do to entertain
Our darling children? Please explain! '
We'll answer this by asking you,
'What used the darling ones to do?
'How used they keep themselves contented
Before this monster was invented? '
Have you forgotten? Don't you know?
We'll say it very loud and slow:
THEY... USED... TO... READ! They'd READ and READ,
AND READ and READ, and then proceed
To READ some more. Great Scott! Gadzooks!
One half their lives was reading books!
The nursery shelves held books galore!
Books cluttered up the nursery floor!
And in the bedroom, by the bed,
More books were waiting to be read!
Such wondrous, fine, fantastic tales
Of dragons, gypsies, queens, and whales



And treasure isles, and distant shores
Where smugglers rowed with muffled oars,
And pirates wearing purple pants,
And sailing ships and elephants,
And cannibals crouching 'round the pot,
Stirring away at something hot.
(It smells so good, what can it be?
Good gracious, it's Penelope.)
The younger ones had Beatrix Potter
With Mr. Tod, the dirty rotter,
And Squirrel Nutkin, Pigling Bland,
And Mrs. Tiggy-Winkle and-
Just How The Camel Got His Hump,
And How the Monkey Lost His Rump,
And Mr. Toad, and bless my soul,
There's Mr. Rat and Mr. Mole-
Oh, books, what books they used to know,
Those children living long ago!
So please, oh please, we beg, we pray,
Go throw your TV set away,
And in its place you can install
A lovely bookshelf on the wall.
Then fill the shelves with lots of books,
Ignoring all the dirty looks,
The screams and yells, the bites and kicks,
And children hitting you with sticks-
Fear not, because we promise you
That, in about a week or two



Of having nothing else to do,
They'll now begin to feel the need
Of having something to read.
And once they start - oh boy, oh boy!
You watch the slowly growing joy
That fills their hearts. They'll grow so keen
They'll wonder what they'd ever seen
In that ridiculous machine,
That nauseating, foul, unclean,
Repulsive television screen!
And later, each and every kid
Will love you more for what you did.



Questions (40 marks)

Answer all of the questions in full sentences.

Q1. Who do you think the speaker is addressing and why? Use evidence from the text to support your opinion

(3)

Q2. Find three words or phrases which express the speaker's dislike of television.

(3)

Q3. Using your own words, explain these lines:

'They loll and slop and lounge about,
And stare until their eyes pop out



(3)

Q4. Who do you think the eyeballs belong to here? Support your opinion with evidence from the poem.

(Last week in someone's place we saw
A dozen eyeballs on the floor.)

(2)

Q5. Write down three arguments the speaker makes for allowing children to watch television.

(3)

Q6. How does the speaker persuade the reader that television is harmful to children in this section? Comment on the effects of three writing techniques used here.



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1)

2)

3)



(8)

Q7. Is the rhythm of the poem generally fast or slow? Explain the effect of the rhythm: how does this rhythm reflect the speaker's feelings about television?

(3)

Q8. What is the effect of the ellipsis here? How does it alter the rhythm of this section?

We'll say it very loud and slow:

THEY... USED... TO... READ! They'd READ and READ,

AND READ and READ, and then proceed

To READ some more. Great Scott! Gadzooks!

One half their lives was reading books!



(3)

Q9. Explain the meaning of galore in this sentence:

‘The nursery shelves held books galore!’

(2)

Q10. Do you think the speaker has made their argument persuasively?
Consider where their argument is strong and whether or not they
overstate their case.



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(10)

