

Extract 1: Toad Experiences a Car  
from *The Wind in the Willows* by Kenneth Grahame (1908)

The Rat danced up and down in the road, simply transported with passion. 'You villains!' he shouted, shaking both fists, 'You scoundrels, you highwaymen, you – you – roadhogs! – I'll have the law on you! I'll report you! I'll take you through all the Courts!' His home-sickness had quite slipped away from him,  
5 and for the moment he was the skipper of the canary-coloured vessel driven on a shoal by the reckless jockeying of rival mariners, and he was trying to recollect all the fine and biting things he used to say to masters of steam-launches when their wash, as they drove too near the bank, used to flood his parlour carpet at home.

10 Toad sat straight down in the middle of the dusty road, his legs stretched out before him, and stared fixedly in the direction of the disappearing motor-car. He breathed short, his face wore a placid satisfied expression, and at intervals he faintly murmured 'Poop-poop!'

The Mole was busy trying to quiet the horse, which he succeeded in doing  
15 after a time. Then he went to look at the cart, on its side in the ditch. It was indeed a sorry sight. Panels and windows smashed, axles hopelessly bent, one wheel off, sardine-tins scattered over the wide world, and the bird in the bird-cage sobbing pitifully and calling to be let out.

The Rat came to help him, but their united efforts were not sufficient to right  
20 the cart. 'Hi! Toad!' they cried. 'Come and bear a hand, can't you!'

The Toad never answered a word, or budged from his seat in the road; so they went to see what was the matter with him. They found him in a sort of a trance, a happy smile on his face, his eyes still fixed on the dusty wake of their destroyer. At intervals he was still heard to murmur 'Poop-poop!'

25 The Rat shook him by the shoulder. 'Are you coming to help us, Toad?' he demanded sternly.

'Glorious, stirring sight!' murmured Toad, never offering to move. 'The poetry of motion! The *real* way to travel! The *only* way to travel! Here to-day – in next week to-morrow! Villages skipped, towns and cities jumped – always somebody  
30 else's horizon! O bliss! O poop-poop! O my! O my!'

skipper: the person who steers a boat

shoal: a sandbank

jockeying: steering

steam-launch: a small steam-boat

placid: calm

# ISEB Assessments Year 4 English Test 1

Author: Tom Cross



Please read this information before the test starts:

- 65 marks are available in total.
- You have 10 minutes reading time, 40 minutes to complete section A, 30 minutes to complete section B and 40 minutes to complete section C.

If you have been instructed to take this test in one go, then you have 2 hours to complete it, which includes reading and note-taking time.

- Answer all the questions from sections A, B and C.
- Vocabulary, spelling, grammar, punctuation and presentation are all important and will be taken into account.

SAMPLE

## NOTE TO TEACHERS

This document may be reproduced free of charge for classroom use within the purchasing institution. Such copies are protected by copyright and may not be distributed or used in any way outside the purchasing institution.

## Toad Experiences a Car

Source material: Extract 1 from *The Wind in the Willows* by Kenneth Grahame.

***Mole, Water Rat and Toad are travelling in Toad's canary-coloured caravan. As they are travelling slowly along the road, a car (which was a new and rare sight in those days) comes along and forces the cart off the road. As the car moves away, the cart is left overturned in the ditch by the side of the road.***

### SECTION 1A: COMPREHENSION

(25 marks)

#### 1A-1 – Reading to Understand

*The questions in this section will examine how well you can find information in the text and put it into your answers. You may also be asked to think about how the author has used spelling, vocabulary, grammar and sentence-building. The section carries 12 marks.*

*Read each question carefully to find out what you are supposed to do. Think about the number of marks available each time. Remember to write in full sentences.*

1. What does Rat call the drivers of the car? (2)
2. What word tells us that Rat had not been enjoying the trip very much? (1)
3. What does the car driving the cart off the road remind Rat of? (2)
4. What does Toad do after the car has passed? (2)
5. What damage was done to the cart? (2)
6. When Toad is speaking in the last paragraph (lines 27–30), the author has used a lot of exclamation marks. Why do you think he has done this? (1)
7. What do the following phrases in the text mean:  
transported with passion (line 1),  
bear a hand (line 20)? (2)

### 1A-2 – Reasoning and Analysis

*The questions in this section will ask you to think more deeply about the text, its characters and the language used within it. You may even be asked to comment on facts that are not mentioned directly in the text – but you can work them out by thinking about what you read. The section carries 8 marks.*

*Read each question carefully to find out what you are supposed to do. Think about the number of marks available each time. Remember to write in full sentences.*

1. Why do you think Rat in lines 5–6 is being compared to the skipper of a ship? (1)
2. Why do you think the author has described the damage done to the cart in so much detail? (1)
3. How does the author make it clear that Toad is totally smitten by the car? You should pick two different phrases and explain how they make it clear that Toad is completely taken by the appearance of the car. (2)
4. What kind of a character do you think Rat is? Refer to the passage to explain your point of view. (2)
5. Based on the text, what do you think Toad and Rat will do in the future? (2)

### 1A-3 – Reading Range

*The questions in this section will examine how well you understand who the text is written for and its purpose. The section carries 5 marks.*

*Read each question carefully to find out what you are supposed to do. Think about the number of marks available each time. Remember to write in full sentences.*

1. How can you tell this is a story written for children? (2)
2. With which character do you think readers will most easily identify? Explain your point of view and refer to the text to support your arguments. (3)

**SECTION 1B: LANGUAGE BASICS**

(15 marks)

**1B-1 – Sentence Construction**

*The questions in this section will ask you to think about what makes a sentence work. The section carries 5 marks.*

*Read each question carefully and then write out each sentence so that it makes proper sense on your answer sheet.*

Combine each pair of sentences using a conjunction (like: *and*, *or*, *but*, *so*, or *for*) so that they form one sentence. See if you can use any conjunction only once!

1. Rat shouted at the car. The car sped off.
2. Toad sat in the road. He looked at the cloud of dust speeding away.
3. Mole could comfort the horse. Mole could try to right the cart.
4. Mole did not know what to say. He said nothing.
5. Rat scolded Toad. Rat was very angry. (5)

**1B-2 – Punctuation**

*The main purpose of this section is to examine how well you can use various types of punctuation. The section carries 5 marks.*

*Read the question carefully and answer on a separate sheet.*

Re-write the following text, adding full stops, question marks or exclamation marks and capital letters where you think they belong.

what a catastrophe the cart was overturned and the horse jumping about what should Mole do he decided to calm the horse first but do you think the horse would stand still (5)

### 1B-3 – Accurate and Imaginative Use of Words

*The questions in this section will ask you to show that you can use words accurately and imaginatively to bring a sentence to life. The section carries 5 marks.*

*Read each question carefully and then write out the whole sentence on your answer sheet.*

Put the following sentences into the future tense, and underline the word(s) you have changed.

e.g. *The girl is running when she sees a man.* → *The girl will be running when she will see a man.*

1. Rat shouts at Toad to stop being silly.
2. Toad does not listen to Rat.
3. While Rat is talking, Mole starts to repair the damage to the cart.
4. Mole helps Rat to pick up Toad. (5)

### SECTION 1C: COMPOSITION

(25 marks)

*The questions in this section will examine how well you can write in various different ways, using exciting language. You will also be marked on spelling, grammar and handwriting. The section carries 25 marks.*

*Read the questions carefully and answer BOTH of them.*

1. Describe the car that has just passed Rat, Mole and Toad and forced them off the road. Try to mention sounds as well as what you can see, and try to give a feel for the car's speed. You should aim to write about seven to ten lines. (10)
2. Toad is obviously very smitten by cars. Imagine you are Rat. Try to persuade Toad that cars are too fast and dangerous and that carts are much safer. You should try to write about twelve to fifteen lines. (15)

# ISEB Assessments Year 4 English Test 1 Mark Scheme

Author: Tom Cross



This document consists of a full set of answers to the questions in Year 4 English Test 1.

Total marks: 65

These answers are part of *Year 4 English Test 1.zip*, which also contains:

*Year 4 English Test 1.pdf*

(the test)

*Year 4 English Test 1 Teacher's Document.pdf*

(the teacher's document)

*Year 4 English Test 1 Extract.pdf*

(the extract)

SAMPLE

## NOTE TO TEACHERS

This document may be reproduced free of charge for classroom use within the purchasing institution. Such copies are protected by copyright and may not be distributed or used in any way outside the purchasing institution.

## Toad Experiences a Car

## SECTION 1A: COMPREHENSION

## 1A-1 – Reading to Understand

Question	Answer	Mark	Additional Guidance
1. What does Rat call the car drivers?	- villains - scoundrels - highwaymen - roadhogs	2	Any two.
2. What word tells us Rat did not like the trip?	home-sickness	1	
3. What does car pushing cart off road remind Rat of?	- steam-launches driving too near to his home / recklessly - and flooding his parlour carpet	2	1 mark per element.
4. What does Toad do after car has passed?	- sits in the middle of the road - stares after the car - breathes quickly - repeats "poop-poop"	2	Any two.
5. What damage was done to the cart?	- panels smashed - windows smashed - axles bent - one wheel off - sardine-tins scattered	2	Any two.
6. Why exclamation marks for Toad's speech?	- shows Toad is excited / enthusiastic - shows Toad speaks in short bursts - shows thoughts flashing through Toad's head	1	Any point.
7. What do phrases mean?	- "transported with passion": carried away by his feelings / in the grip of his emotions - "bear a hand": help out / lend a (helping) hand	2	1 mark per phrase explained.

1A-2 – Reasoning and Analysis

Question	Answer	Mark	Additional Guidance
1. Why is Rat being compared to skipper?	<ul style="list-style-type: none"> <li>- he is a water creature</li> <li>- he has more knowledge of ships and the episode reminds him of this</li> </ul>	1	Any point.
2. Why is damage done to cart described in detail?	<ul style="list-style-type: none"> <li>- to show how utterly destroyed the cart was – beyond repair</li> <li>- to show how reckless the car drivers were</li> <li>- to show how dangerous cars are</li> </ul>	1	Any point.
3. How does the author make it clear that Toad is smitten by the car?	<ul style="list-style-type: none"> <li>- use of the adverb “fixedly” shows that he can’t take eyes off the car and it therefore impressed him</li> <li>- repetition of “poop-poop” shows how sound of car has embedded itself in his brain</li> <li>- look of “placid” satisfaction and “trance” show he has found his dream / his destiny</li> <li>- he remains immobile, does not “budge”, shows that his brain is too amazed by sight to function properly</li> <li>- his exclamations show that he is enthusiastic</li> </ul>	2	1 mark per explanation (doesn’t have to be very detailed).
4. Character of Rat	<ul style="list-style-type: none"> <li>- active and energetic (he does the talking)</li> <li>- easily angered / emotional</li> <li>- strict (shakes Toad sternly)</li> <li>- very sedentary / housebound (was home-sick)</li> </ul>	2	1 mark per point made.  Pupils must refer to the text to gain full marks.
5. What will Rat and Toad do next?	<p>Answers will vary. Ideas should be rooted in the text and might revolve around:</p> <ul style="list-style-type: none"> <li>- Toad acquires own car</li> <li>- Toad abandons the cart</li> <li>- Rat tries to repair / salvage the cart</li> <li>- Rat tries to talk Toad out of buying a car</li> <li>- Rat goes back home (with or without Mole)</li> </ul>	2	1 mark per point made.  Pupils must refer to both Rat and Toad to gain full marks.

## 1A-3 – Reading Range

Question	Answer	Mark	Additional Guidance
1. How can you tell that it's a children's story?	- animals are main characters - imaginative comparisons - relates to the real world (no complex setting) - straight-forward and simple narrative	2	1 mark per point.
2. With which character will readers most easily identify?	Answers will vary, but should focus on Rat or Mole, as Toad does not exhibit many positive traits	3	1 mark per brief point or 2 marks for more detailed explanation.

## SECTION 1B: LANGUAGE BASICS

## 1B-1 – Sentence Construction

Question	Answer	Mark	Additional Guidance
Join sentences with conjunctions	Answers may vary. 'Standard' versions are: 1. Rat shouted at the car, <b>but</b> it sped off. 2. Toad sat in the road, <b>and</b> looked at the cloud of dust speeding away. 3. Mole could comfort the horse, <b>or</b> he could try to right the cart. 4. Mole did not know what to say, <b>so</b> he said nothing. 5. Rat scolded Toad, <b>for</b> he was very angry.	5	1 mark per successful combination.  Half to 1 mark may be deducted if conjunctions are repeated.

## 1B-2 – Punctuation

Question	Answer	Mark	Additional Guidance
Insert full stops / question / exclamation marks and capital letters	<b>W</b> hat a catastrophe! <b>T</b> he cart was overturned and the horse jumping about. <b>W</b> hat should Mole do? <b>H</b> e decided to calm the horse first. <b>B</b> ut do you think the horse would stand still?	5	1 mark per correctly placed full stop / question / exclamation mark and capital letter.

**1B-3 – Accurate and Imaginative Use of Words**

Question	Answer	Mark	Additional Guidance
Put verbs into the future tense	1. Rat <b>will shout</b> at Toad to stop being silly. 2. Toad <b>will</b> not listen to Rat. 3. While Rat <b>will be</b> talking, Mole <b>will start</b> to repair the damage to the cart. 4. Mole <b>will help</b> Rat to pick up Toad.	5	1 mark per verb put into the future.

**SECTION 1C: COMPOSITION**

1. Description of the Car (10)

Assessment Focus	Marks Available
Language and Style Adjectives and adverbs used; focus on details, in particular sound and sense of speed.	3
Creativity Appropriate but unusual elements; ideas in keeping with the text – use of “poop-poop!”	3
Structure Description of car flows well; good balance between looks and its effect, how it moves and sounds.	2
Accuracy of Language Accurate spellings, correct punctuation and grammar; neat and joined-up handwriting.	2

2. Persuading Toad to Forget Cars (15)

Assessment Focus	Marks Available
Language and Style Emotional appeal and reasoning about road safety; use of examples and evidence; mainly matter-of-fact language, but some adjectives and adverbs for persuasive effect.	4
Creativity Appropriate but interesting arguments; coherence and force of argument; ideas in keeping with the text; original way of telling the story.	4
Structure Clear arguments supporting car and opposing cart; points grouped together, using paragraphs.	3
Accuracy of Language Accurate spellings, correct punctuation and grammar; neat and joined-up handwriting.	4

# ISEB Assessments Year 4 English Test 1 Teacher's Document

Author: Tom Cross



## Introduction

This test is the first in a set of three based on extracts from *The Wind in the Willows* by Kenneth Grahame. Test 1 is based on extract 1 of 2.

Total marks: 65

Time allocation:

<b>Reading time</b>	10 minutes
<b>Section A</b>	40 minutes
<b>Section B</b>	30 minutes
<b>Section C</b>	40 minutes
<b>Total</b>	2 hours

Each test in the series is designed as a separate form of assessment for year 4 pupils. The tests can be set as exams towards the end of a term, or they can be used in class to teach key, age-appropriate skills building up to Common Entrance.

The tests in this series are based on the same primary source text. The first two tests revolve around different extracts and the third test is based on a comparison of both previous extracts.

All the tests follow the same scheme, with each section bearing the same number of marks throughout, e.g. section A will always carry 25 marks. And each sub-division of a section will ask for the same kind of information, as outlined on the following pages of this teacher's document.

Teachers should feel free to use this resource in whatever way is most appropriate for their scheme of work and particular requirements. It is designed as a support to summative assessment throughout a year, and how pupils take it is subject to the setting teacher's discretion. It can be taken all at once and is designed to take a year 4 pupil 2 hours to complete. Alternatively, it can be split up into its component sections (see the table above for time allocation).

This teacher's document is part of *Year 4 English Test 1.zip*, which also contains:

<i>Year 4 English Test 1.pdf</i>	(the test)
<i>Year 4 English Test 1 Mark Scheme.pdf</i>	(the mark scheme)
<i>Year 4 English Test 1 Extract.pdf</i>	(the extract)

## COPYRIGHT NOTICE

This document may be reproduced free of charge for classroom use within the purchasing institution. Such copies are protected by copyright and may not be distributed or used in any way outside the purchasing institution.

## Structure of the Tests

### SECTION A: COMPREHENSION

This section contains questions designed to assess all aspects of comprehension. All answers contained in the mark scheme for this section are for guidance purposes only. Any other pertinent explanations or appropriate answers that are not contained in the mark scheme should be considered and rewarded appropriately.

The whole section carries 25 marks.

#### A-1 – Reading to Understand

This section contains questions to assess: information finding; spelling and vocabulary recognition; understanding of author's use of punctuation and syntax.

It carries 12 marks.

#### A-2 – Reasoning and Analysis

This section contains questions to assess: understanding of purpose and effects of language use; opinions and interpretations in response to text; drawing conclusions and making deductions; evaluating, comparing and contrasting styles of language within a genre.

It carries 8 marks.

#### A-3 – Reading Range

This section contains questions to assess: identifying audience and purpose of texts studied; evaluating layout and design; recognising language features and literary techniques specific to genres, in a range which includes: narrative, discursive, persuasive, evaluative, descriptive.

It carries 5 marks.

### SECTION B: LANGUAGE BASICS

The whole section carries 15 marks.

#### B-1 – Sentence Construction

This section contains questions to assess: sentence construction: simple, compound, complex; types of sentence: questions, commands, statements and exclamations; first and third person narrative.

It carries 5 marks.

## **B-2 – Punctuation**

This section contains questions to assess: use of punctuation marks; use of speech marks and new paragraphs for speech.

It carries 5 marks.

## **B-3 – Accurate and Imaginative Use of Words**

This section contains questions to assess: accurate and imaginative use of nouns, verbs, adjectives, adverbs, pronouns, prepositions or conjunctions; verb and subject / noun agreement; knowledge of homophones.

It carries 5 marks.

## **SECTION C: COMPOSITION**

This section contains questions to assess: awareness of audience and purpose; appreciation of layout and design; use of literary techniques and language features specific to each genre; writing ability in a range of genres.

It carries 25 marks.

Each test carries 65 marks as a whole. There is a table at the back to convert marks out of 65 into percentages.

## Conversion Table

The following table gives a conversion of the marks gained in each paper into percentages, for ease of use. Numbers have been rounded.

mark	%	mark	%	mark	%
1	1.5	23	35.5	45	69
2	3	24	37	46	71
3	4.5	25	38.5	47	72.5
4	6	26	40	48	74
5	7.5	27	41.5	49	75.5
6	9	28	43	50	77
7	11	29	44.5	51	78.5
8	12.5	30	46	52	80
9	14	31	47.5	53	81.5
10	15.5	32	49	54	83
11	17	33	51	55	84.5
12	18.5	34	52.5	56	86
13	20	35	54	57	87.5
14	21.5	36	55.5	58	89
15	23	37	57	59	91
16	24.5	38	58.5	60	92.5
17	26	39	60	61	94
18	27.5	40	61.5	62	95.5
19	29	41	63	63	97
20	31	42	64.5	64	98.5
21	32.5	43	66	65	100
22	34	44	67.5		

## Required Print Settings

Both the test and the mark scheme can be printed single-sided or double-sided. They can be printed on A4, or on A3 in booklet form, according to your preference.

Printer settings may vary, so refer to the documentation for your printer to locate its paper size option. To reach the print dialog, go to File>Print.

## Acknowledgement

The author is grateful to Andrew Hammond for his conceptual work on section headings, setting the skills to be tested in these assessments and shaping the format of the tests.