

AISSEE Language

Sample Paper – 4

Duration: 30 Minutes

Maximum Marks: 50

Instructions

- This paper contains **25** Multiple Choice Questions (Single Correct Answer), modelled on the Language portion of **AISSEE** entrance.
- Each correct answer carries **+2 marks**. There is **no negative marking** for incorrect or unattempted answers.
- Only **one** option is correct. Choose carefully.
- Syllabus level: **NCERT/CBSE Class 5 English**.
- Use of mobile phones, calculators, or electronic gadgets is strictly prohibited.

SECTION A: Grammar

Q1. Which of the following is a **compound noun**?

- (A) beautiful
- (B) quickly
- (C) raincoat
- (D) running

Q2. Choose the correct **interrogative pronoun** to complete the sentence:

“_____ of these two bags belongs to you?”

- (A) Who
- (B) Which
- (C) Whom
- (D) What



Q3. Which of the following is a **stative verb** (a verb that describes a state, not an action)?

- (A) run
- (B) jump
- (C) write
- (D) believe

Q4. Fill in the blank with the correct **distributive adjective**:

“_____ student must wear the school uniform.”

- (A) Every
- (B) Few
- (C) Many
- (D) Some

Q5. Which of the following words is an **adverb of time**?

- (A) slowly
- (B) here
- (C) yesterday
- (D) very

Q6. Choose the correct preposition to fill in the blank:

“The teacher divided the prizes _____ all the students in the class.”

- (A) across
- (B) along
- (C) between
- (D) among

Q7. Choose the correct article to complete the sentence:

“Rohan is _____ tallest boy in our school.”



- (A) a
- (B) the
- (C) an
- (D) (no article needed)

Q8. Choose the correct **past continuous** form to fill in the blank:

“When I entered the room, Priya _____ her homework.”

- (A) was doing
- (B) did
- (C) has done
- (D) is doing

Q9. What is the **feminine gender** of the word *actor*?

- (A) actrice
- (B) actress
- (C) actress
- (D) actorina

Q10. What is the correct **plural** of the compound noun *passer-by*?

- (A) passer-bys
- (B) passers-bys
- (C) passer-bies
- (D) passers-by

Q11. Choose the correct verb form to complete the sentence:

“The bouquet of flowers _____ placed on the table.”

- (A) are
- (B) is



- (C) were
- (D) have been

SECTION B: Vocabulary

Q12. Choose the **synonym** of the word *swift*:

- (A) fast
- (B) slow
- (C) dull
- (D) lazy

Q13. Choose the **antonym** of the word *artificial*:

- (A) fake
- (B) man-made
- (C) natural
- (D) plastic

Q14. Choose the correct word to fill in the blank:

“The _____ of our school gave a speech at the morning assembly.”

- (A) principle
- (B) pricipal
- (C) principel
- (D) principal

Q15. What does the idiom “*hit the nail on the head*” mean?

- (A) to hammer a nail into wood
- (B) to be exactly right
- (C) to start a new project
- (D) to miss the point completely



Q16. Which word **rhymes** with the word *rain*?

- (A) train
- (B) moon
- (C) rope
- (D) leaf

Q17. Choose the correct word to fill in the blank:

“The _____ ran quickly across the open field.”

(Hint: a wild rabbit-like animal)

- (A) hair
- (B) haire
- (C) hare
- (D) hears

SECTION C: Reading Comprehension

Read the passage and answer Q18–Q21:

A group of children from Sunrise School set out on a trek in the Himalayan mountains. Each child packed sandwiches, fruits, and a water bottle in their bag. The trail was steep and rocky, but the children were filled with excitement. After climbing for two hours, they stopped at a flat rock to rest. While they were resting, they spotted two eagles soaring high above the peaks. Everyone cheered and pointed at the sky with wonder. Energised by the sight, the children continued their climb and finally reached the summit. From the top, they could see green valleys and silver rivers stretching far below. It was the most beautiful sight any of them had ever seen.

Q17. What did the children pack for their trek?

- (A) tents and sleeping bags
- (B) books and pencils
- (C) cameras and maps
- (D) sandwiches, fruits, and a water bottle



Q18. How long did the children climb before they stopped to rest?

- (A) one hour
- (B) two hours
- (C) three hours
- (D) four hours

Q19. What did the children spot soaring high above the peaks?

- (A) eagles
- (B) kites
- (C) aeroplanes
- (D) clouds

Q20. What could the children see from the summit?

- (A) cities and busy roads
- (B) forests and deep lakes
- (C) green valleys and silver rivers
- (D) snow-covered glaciers

SECTION D: Sentence Skills

Q22. Rearrange the following words to form a correct sentence:

carefully / should / road / cross / you / the

- (A) You carefully cross should the road.
- (B) Cross carefully the road you should.
- (C) Should you carefully cross the road?
- (D) You should cross the road carefully.

Q23. Rearrange the following words to form a correct sentence:

the / rang / bell / school / loudly



- (A) The school bell rang loudly.
- (B) Loudly the bell rang school.
- (C) The bell school rang loudly.
- (D) Rang the school bell loudly.

Q24. Choose the most **logical and grammatically correct** sentence:

- (A) She go to school every day.
- (B) She goes to school every day.
- (C) She going to school every day.
- (D) She gone to school every day.

SECTION E: Spelling

Q25. Identify the **correctly spelled** word:

- (A) tommorrow
- (B) tommorow
- (C) tomorow
- (D) tomorrow



Detailed Solutions

SOL 1.

Solution

Concept: A **compound noun** is formed by combining two or more words to create a single noun with a new, unified meaning. Compound nouns can be written as one word (*raincoat*), hyphenated (*mother-in-law*), or as two words (*ice cream*).

Analysis of options:

- (A) *beautiful* — This is an **adjective**; it describes a noun but is not itself a noun.
- (B) *quickly* — This is an **adverb**; it modifies a verb.
- (C) *raincoat* — Formed from **rain** + **coat**; a single compound noun meaning a coat worn in rain. **Correct.**
- (D) *running* — Used as a verb (present participle) or gerund, not a compound noun.

More examples: classroom, sunflower, toothbrush, football.

Final Answer: (C) raincoat

Answer: (C) [Go Back ↑](#)

SOL 2.

Solution

Concept: **Interrogative pronouns** are used to ask questions. The main ones are: *who* (subject, persons), *whom* (object, persons), *whose* (possession), *what* (things in general), and *which* (choosing from a specific or limited set).

Sentence: “_____ of these two bags belongs to you?”

We are asking the speaker to choose between a specific, limited set (two bags) — so **which** is correct. *Who/whom* refers to persons, not objects. *What* is used for open-ended questions about things in general, not a defined set.

- (A) *Who* — Used for persons; incorrect for bags.
- (B) *Which* — Used when selecting from a defined set. **Correct.**
- (C) *Whom* — Object form for persons; incorrect here.



- (D) *What* — Too general; does not imply a specific limited set.

Final Answer: (B) Which

Answer: (B) [Go Back ↑](#)

SOL 3.

Solution

Concept: **Stative verbs** describe states, conditions, or mental/emotional situations rather than physical actions. They are generally not used in continuous (progressive) tenses. Common stative verbs include: *know, believe, want, love, hate, need, own, seem*.

Action verbs describe physical or deliberate activities and can be used in continuous tenses (e.g., “I am running”).

Analysis:

- (A) *run* — Action verb (physical movement); we can say “I am running.”
- (B) *jump* — Action verb (physical movement); we can say “I am jumping.”
- (C) *write* — Action verb (deliberate activity); we can say “I am writing.”
- (D) *believe* — Stative verb (mental state); we say “I believe,” **not** “I am believing.” **Correct.**

Final Answer: (D) believe

Answer: (D) [Go Back ↑](#)

SOL 4.

Solution

Concept: **Distributive adjectives** refer to each member of a group separately and individually. The main distributive adjectives are: *each, every, either, neither*.

Sentence: “_____ student must wear the school uniform.”

The sentence talks about all students individually — every single one of them. **Every** is the correct distributive adjective here.

- (A) *Every* — Distributive adjective; refers to all students individually. **Correct.**



- (B) *Few* — Quantity adjective (small number); not distributive.
- (C) *Many* — Quantity adjective (large number); not distributive.
- (D) *Some* — Quantity adjective (unspecified amount); not distributive.

Final Answer: (A) Every

Answer: (A) [Go Back ↑](#)

SOL 5.

Solution

Concept: Adverbs can be classified by what they modify:

- **Adverb of time** — tells *when*: yesterday, today, now, soon, already, later, never.
- **Adverb of manner** — tells *how*: slowly, carefully, loudly.
- **Adverb of place** — tells *where*: here, there, outside.
- **Adverb of degree** — tells *to what extent*: very, quite, too.

Analysis:

- (A) *slowly* — Adverb of manner (tells *how*); not time.
- (B) *here* — Adverb of place (tells *where*); not time.
- (C) *yesterday* — Adverb of time (tells *when* — in the day before today).
Correct.
- (D) *very* — Adverb of degree (tells *to what extent*); not time.

Final Answer: (C) yesterday

Answer: (C) [Go Back ↑](#)

SOL 6.

Solution

Concept: The prepositions *between* and *among* are often confused:



- **between** — used when referring to exactly **two** people or things.
- **among** — used when referring to **three or more** people or things.

Sentence: “The teacher divided the prizes _____ all the students in the class.”

Since the prizes are divided among *all the students* (many more than two), **among** is correct.

- (A) *across* — Means from one side to the other; does not fit here.
- (B) *along* — Means beside or following a line; does not fit.
- (C) *between* — Correct only for two persons; incorrect here.
- (D) *among* — Correct for three or more. **Correct.**

Final Answer: (D) among

Answer: (D) [Go Back ↑](#)

SOL 7.

Solution

Concept: The **definite article** *the* is always used before **superlative adjectives** (the form ending in *-est* or preceded by *most*). This is because a superlative identifies a specific, unique person or thing.

Rule: Subject + is/am/are + **the** + superlative adjective + noun.

Sentence: “Rohan is _____ tallest boy in our school.”

- (A) *a* — Indefinite article; used with singular countable nouns but **not** with superlatives.
- (B) *the* — Definite article; mandatory before superlatives. **Correct.**
- (C) *an* — Indefinite article for vowel sounds; not used with superlatives.
- (D) No article — Superlatives always require *the*; omitting it is incorrect.

More examples: She is the best singer. / This is the longest road.

Final Answer: (B) the

Answer: (B) [Go Back ↑](#)



SOL 8.

Solution

Concept: The **past continuous tense** is formed as: *was/were + verb-ing*. It describes an action that was **already in progress** at a specific moment in the past, often interrupted by another (shorter) action in the simple past.

Sentence: “When I entered the room, Priya _____ her homework.”

Priya’s action (doing homework) was ongoing when the speaker entered. So past continuous is needed.

- (A) *was doing* — Past continuous: *was + doing*. Correct form. **Correct.**
- (B) *did* — Simple past; implies the action was completed, not ongoing.
- (C) *has done* — Present perfect; incorrect tense for a past moment.
- (D) *is doing* — Present continuous; wrong tense (we are talking about the past).

Final Answer: (A) was doing

Answer: (A) [Go Back ↑](#)

SOL 9.

Solution

Concept: In English, some nouns have distinct forms for masculine and feminine gender. The feminine of certain words is formed by adding the suffix **-ress** or **-ess**.

Common gender pairs:

- actor → actress
- host → hostess
- heir → heiress
- steward → stewardess

Analysis:

- (A) *actrice* — A French word; not standard English.
- (B) *actress* — Misspelling; the correct form drops the ‘o’ in ‘actor’ before adding ‘-ress’.



- (C) *actress* — Correct feminine form of *actor*. **Correct.**
- (D) *actorina* — A completely invented word; incorrect.

Final Answer: (C) actress

Answer: (C) [Go Back ↑](#)

SOL 10.

Solution

Concept: In compound nouns formed with a **noun** + **preposition** (or adverb) pattern, the **main (head) noun is pluralised**, not the preposition or adverb.

Rule: *passer-by* → **passers-by** (the main noun *passer* takes the plural -s).

Similar examples:

- mother-in-law → mothers-in-law
- son-in-law → sons-in-law
- commander-in-chief → commanders-in-chief
- looker-on → lookers-on
- (A) *passer-bys* — Incorrect; the particle *by* cannot take the plural.
- (B) *passers-bys* — Double plural; both parts wrongly pluralised.
- (C) *passer-bies* — Incorrect spelling; *by* does not change to *bies*.
- (D) *passers-by* — Correct; only the head noun *passer* is pluralised. **Correct.**

Final Answer: (D) passers-by

Answer: (D) [Go Back ↑](#)

SOL 11.

Solution

Concept: **Subject-verb agreement** — the verb must agree with the **subject** in number, not with the object of an intervening prepositional phrase.

Sentence: “The bouquet of flowers ____ placed on the table.”



The subject is **bouquet** — a **singular** noun. The phrase “of flowers” is a prepositional phrase modifying the subject; it does not change the number of the subject.

- (A) *are* — Plural verb; does not agree with the singular subject *bouquet*.
- (B) *is* — Singular verb; agrees with *bouquet*. **Correct.**
- (C) *were* — Plural/past; the sentence is in the simple present context, and this is also plural.
- (D) *have been* — Plural auxiliary; does not agree with singular subject.

Key tip: Always find the real subject and ignore phrases between the subject and verb.

Final Answer: (B) is

Answer: (B) [Go Back ↑](#)

SOL 12.

Solution

Concept: A **synonym** is a word that has the same or nearly the same meaning as another word.

Word: *swift* — means moving with great speed; very quick.

- (A) *fast* — Means moving quickly; the same meaning as *swift*. **Correct.**
- (B) *slow* — Means moving at a low speed; the **opposite** of *swift* (antonym).
- (C) *dull* — Means lacking brightness, sharpness, or interest; unrelated to speed.
- (D) *lazy* — Means unwilling to work or exert effort; opposite in spirit.

Sentence example: The swift eagle dived and caught the fish. = The **fast** eagle dived and caught the fish.

Final Answer: (A) fast

Answer: (A) [Go Back ↑](#)



SOL 13.

Solution

Concept: An **antonym** is a word that means the **opposite** of another word.

Word: *artificial* — means made or produced by human beings rather than occurring naturally; not real or genuine.

- (A) *fake* — Means not genuine; a **synonym** of *artificial*, not an antonym.
- (B) *man-made* — Means produced by humans; essentially the **same meaning** as *artificial*.
- (C) *natural* — Means existing in or produced by nature; the direct opposite of *artificial*. **Correct.**
- (D) *plastic* — A type of artificial material; also a synonym, not an antonym.

Example: Artificial flowers vs. **natural** flowers.

Final Answer: (C) natural

Answer: (C) [Go Back ↑](#)

SOL 14.

Solution

Concept: *Principal* and *principle* are commonly confused because they sound alike (homophones).

- **Principal** (noun) — the head of a school or organisation; (adjective) main or most important. *Memory tip: the principal is your pal.*
- **Principle** (noun) — a rule, belief, or general truth. *Memory tip: a principle ends in a rule.*

Sentence: “The ____ of our school gave a speech at the morning assembly.”

The head of the school is called the **principal**.

- (A) *principle* — Means a rule or belief; wrong word for the head of a school.
- (B) *pricipal* — Misspelling (missing the first ‘p’).
- (C) *principel* — Misspelling (wrong vowel at the end).
- (D) *principal* — Correct word and correct spelling. **Correct.**



Final Answer: (D) principal

Answer: (D) [Go Back ↑](#)

SOL 15.

Solution

Concept: An **idiom** is a phrase whose meaning **cannot** be understood from the literal meanings of the individual words. Idioms must be learned as fixed expressions.

Idiom: “*hit the nail on the head*”

This idiom means to describe or identify something **exactly correctly**; to say precisely what is right about a situation.

Example: “When she said the plan needed more time, she really hit the nail on the head.” (She was exactly right.)

- (A) to hammer a nail into wood — The **literal** meaning of the words; not the idiomatic meaning.
- (B) to be exactly right — The correct idiomatic meaning. **Correct.**
- (C) to start a new project — Unrelated to this idiom.
- (D) to miss the point completely — This is actually the **opposite** of what the idiom means.

Final Answer: (B) to be exactly right

Answer: (B) [Go Back ↑](#)

SOL 16.

Solution

Concept: **Rhyming words** share the same **ending sound**, though they may be spelled differently.

Word: *rain* — the ending sound is /eɪn/ (rhymes with: train, brain, pain, lane, main, gain).

- (A) *train* — ends with /eɪn/; rhymes perfectly with *rain*. **Correct.**
- (B) *moon* — ends with /uːn/; does not rhyme with *rain*.



- (C) *rope* — ends with /**oʊp**/; does not rhyme with *rain*.
- (D) *leaf* — ends with /**i:f**/; does not rhyme with *rain*.

Mini rhyme: The *rain* fell on the *train* as it crossed the plain.

Final Answer: (A) train

Answer: (A) [Go Back ↑](#)

SOL 17.

Solution

Concept: Homophones are words that **sound identical** but have different meanings and different spellings.

Pair in focus:

- **hair** — the thin strands that grow on the head or body.
- **hare** — a wild animal resembling a large rabbit, known for its speed.

Sentence: “The ____ ran quickly across the open field.” (Hint: a wild rabbit-like animal)

The animal described is a **hare**.

- (A) *hair* — Strands of hair; makes no sense in the sentence.
- (B) *haire* — Not a real English word; incorrect.
- (C) *hare* — The wild rabbit-like animal that runs fast. **Correct.**
- (D) *hears* — A verb meaning “listens to”; completely different meaning and context.

Final Answer: (C) hare

Answer: (C) [Go Back ↑](#)

SOL 18.



Solution

Passage reference: “Each child packed **sandwiches, fruits, and a water bottle** in their bag.”

This is a direct fact stated in the first part of the passage.

- (A) tents and sleeping bags — Not mentioned anywhere in the passage.
- (B) books and pencils — Not mentioned; this was an outdoor trek, not a classroom activity.
- (C) cameras and maps — Not mentioned in the passage.
- (D) sandwiches, fruits, and a water bottle — Directly stated in the passage. **Correct.**

Final Answer: (D) sandwiches, fruits, and a water bottle

Answer: (D) [Go Back ↑](#)

SOL 19.**Solution**

Passage reference: “After climbing for **two hours**, they stopped at a flat rock to rest.”

This is explicitly stated in the passage.

- (A) one hour — Incorrect; the passage clearly says two hours.
- (B) two hours — Directly stated. **Correct.**
- (C) three hours — Incorrect; not mentioned.
- (D) four hours — Incorrect; not mentioned.

Final Answer: (B) two hours

Answer: (B) [Go Back ↑](#)

SOL 20.

Solution

Passage reference: “While they were resting, they spotted two **eagles** soaring high above the peaks.”

- (A) eagles — Directly and explicitly stated in the passage. **Correct.**
- (B) kites — Not mentioned in the passage.
- (C) aeroplanes — Not mentioned; the story takes place in a natural mountain setting.
- (D) clouds — The passage does not specifically mention the children spotting clouds; what they spotted was eagles.

Final Answer: (A) eagles

Answer: (A) [Go Back ↑](#)

SOL 21.**Solution**

Passage reference: “From the top, they could see **green valleys and silver rivers** stretching far below.”

- (A) cities and busy roads — Not mentioned in the passage; the setting is natural/mountain.
- (B) forests and deep lakes — Not mentioned in the passage.
- (C) green valleys and silver rivers — Directly and exactly stated in the passage. **Correct.**
- (D) snow-covered glaciers — Not mentioned; though it is a Himalayan trek, the passage does not say this.

Final Answer: (C) green valleys and silver rivers

Answer: (C) [Go Back ↑](#)



SOL 22.

Solution**Words given:** carefully / should / road / cross / you / the**Strategy — identify parts of speech:**

- Subject: **you**
- Modal verb: **should**
- Main verb: **cross**
- Object: **the road** (article + noun)
- Adverb of manner: **carefully** (placed after the object)

Correct order: Subject + Modal + Verb + Object + Adverb⇒ **You should cross the road carefully.**

- (A) *You carefully cross should the road.* — Modal verb *should* is misplaced; incorrect.
- (B) *Cross carefully the road you should.* — Inverted order, not standard English.
- (C) *Should you carefully cross the road?* — This forms a **question**, not a statement.
- (D) *You should cross the road carefully.* — Correct sentence structure. **Correct.**

Final Answer: (D) You should cross the road carefully.**Answer: (D)** [Go Back ↑](#)

SOL 23.

Solution**Words given:** the / rang / bell / school / loudly**Strategy — identify parts of speech:**

- Article: **the**
- Noun (modifier): **school** (acts as an adjective modifying *bell*)



- Main noun (subject): **bell**
- Verb (past tense): **rang**
- Adverb of manner: **loudly**

Correct order: Article + Modifier + Subject + Verb + Adverb

⇒ **The school bell rang loudly.**

- (A) *The school bell rang loudly.* — Correct word order throughout. **Correct.**
- (B) *Loudly the bell rang school.* — Adverb wrongly placed at the start; *school* misplaced.
- (C) *The bell school rang loudly.* — The noun phrase *school bell* is split incorrectly.
- (D) *Rang the school bell loudly.* — Starts with the verb; incorrect for a declarative statement.

Final Answer: (A) The school bell rang loudly.

Answer: (A) [Go Back ↑](#)

SOL 24.

Solution

Concept: Subject-verb agreement in simple present tense — with a third-person singular subject (*he / she / it*), the main verb takes an **-s** or **-es** ending.

Subject: *She* (third-person singular)

Verb: *go* → must become **goes** for a singular subject.

- (A) *She go to school every day.* — Missing *-es* on the verb; incorrect for singular subject.
- (B) *She goes to school every day.* — Correct subject-verb agreement; *goes* = third-person singular present. **Correct.**
- (C) *She going to school every day.* — Present participle used without an auxiliary verb (*is*); incomplete verb form.
- (D) *She gone to school every day.* — Past participle used without auxiliary (*has*); grammatically incorrect.



Final Answer: (B) She goes to school every day.

Answer: (B) [Go Back ↑](#)

SOL 25.

Solution

Concept: Spelling — identify the correctly spelled word among common misspellings.

Correct spelling: tomorrow

Breakdown: to + mor + row = **tomorrow** (one 'm', one 'r' in the middle, double 'r' total: to-**m**-or-**row**).

- (A) *tommorrow* — Has a double 'm'; incorrect (only one 'm' in the word).
- (B) *tommorow* — Double 'm' and only one 'r'; incorrect on both counts.
- (C) *tomorow* — Only one 'r'; incorrect (the correct spelling has *-rrow*).
- (D) *tomorrow* — Correct spelling: t-o-m-o-r-r-o-w. **Correct.**

Memory tip: "Tomorrow" — think of *tomorrow* as "to" + "morrow" (an old English word for the next day).

Final Answer: (D) tomorrow

Answer: (D) [Go Back ↑](#)



Answer Key

Q	Ans	Q	Ans	Q	Ans	Q	Ans	Q	Ans
1	C	2	B	3	D	4	A	5	C
6	D	7	B	8	A	9	C	10	D
11	B	12	A	13	C	14	D	15	B
16	A	17	C	18	D	19	B	20	A
21	C	22	D	23	A	24	B	25	D

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