

Dear Parents,

Kindly note few important points related to the worksheet booklet: -

- 1)The worksheets should not be printed on back to back page. Printing should be done on A4 size sheet and only on one of side the page should be printed as the sheets need to be pasted in the notebooks.
- 2)The worksheet booklet and each worksheet should have name and class mentioned before submitting it to the class teacher.
- 3)The worksheet booklet should be spiral bound.
- 4) Please get the worksheets bound for all the subjects together in one booklet only.
- 5)Please do not attach the syllabus of each subject in the Worksheet Booklet. Keep it for your reference.

**ASSESSMENT-I**

**CLASS-III**

**SUB: ENGLISH**

**SESSION:2021-22**

*A sentence is a group of words that makes complete sense.*

E.g. **Rani** knows a lot about dinosaurs.

**Subject + Predicate = complete sentence**

Every complete **sentence** contains two parts: a **subject** and a **predicate**.

**The subject** is what (or whom) the sentence is about, while **the predicate** tells something about the subject. In the following sentence, the predicate is enclosed in brackets {}, while the subject is **highlighted**.

**Rani** {loves to eat ice cream}.

**Subject and Predicate**

***"The Subject tells you "who or what".***

***The Predicate is the "Action Part".***

E.g. **The boys** play cricket every morning.

**Q.1.** Draw a line between the complete **subject** and the complete **predicate** in the following sentences.

**Example:** Tom / is wagging its tail.

1. The boy is eating an apple.
2. The tree is swaying in the breeze.
3. Bakul is walking to the market.
4. Geeta is going for a picnic.
5. Surya wrote a story yesterday.
6. Martha plays a flute.
7. India is the seventh largest country in the world.
8. The sun is shining brightly in the sky.

**Subject & Predicate of a Sentence**

The frog jumped over the dog.

Subject      Predicate



*A group of words that makes complete sense is called a sentence.*

***Types of Sentences: Assertive and Interrogative***

A sentence that says or states something is called **an assertive sentence**. An assertive sentence always ends with a full stop (.)

E.g. Rabindranath Tagore was a legendary Indian poet.

A sentence that asks a question is called an **interrogative sentence**. An interrogative sentence always ends with a question mark (?)

E.g. When is your birthday?

**Q.1.** Read the following sentences and identify their kind.

1. The students welcomed all the guests.

\_\_\_\_\_

2. How many pages have you read?

\_\_\_\_\_

3. Ritu loves gardening.

\_\_\_\_\_

4. Are you doing your homework?

\_\_\_\_\_

5. Can you call me tomorrow?

\_\_\_\_\_

6. Summers are very hot.

\_\_\_\_\_



*Common Noun and Proper Nouns*

A noun that names a particular person, place or thing is called a **proper noun**. E.g. names of places, people, mountains, rivers, days of the week, months etc. It always **begins** with a **capital letter**.  
E.g. **Mr. Shah** is very kind.

A noun that names all general or common things is called a **common noun**. E.g. girl, dog, village, house, etc.

**Q.1.** Underline the **common noun with green color** and circle **the proper noun with blue color** in the sentences given below.

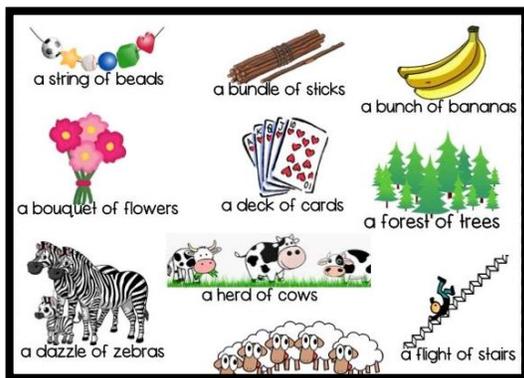
1. Misha is playing with a dog.
2. This is a picture of Jawaharlal Nehru.
3. Anansi was a trickster.
4. The pilot was flying to New York.
5. Tim is playing on the computer.
6. River Ganges is in India.
7. Siya is my best friend.
8. We went to Kashmir for vacation.
9. Sana lives in Mumbai.
10. I went to Pizza Hut last Saturday.

**Collective noun:** A collective noun is a noun that describes a group of people, animals or things. E.g. a **herd** of cows

Q.1. Complete the following sentences using appropriate collective nouns.

Band, roll, flock, pack,  
bundle, bouquet, gang, colony

1. A ..... of sheep grazed in the fields.
2. A ..... of ants carried a biscuit.
3. My friends gave me a ..... of flowers on my birthday.
4. The ..... of wolves howled in the woods.
5. The ..... of thieves has been arrested by the police.
6. We saw a man carrying a ..... of clothes on his head.
7. A ..... of musicians was hired to perform at the party.
8. My friend has a ..... of old coins.



**Nouns: Numbers**

**A noun names a person, place, thing, or idea.**

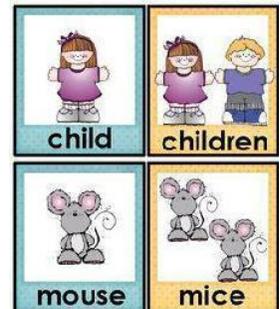
Nouns can be expressed in singular (one) or plural (many) form to show numbers.

**Singular Nouns:** A noun is said to be in singular form if it refers to one person or thing. E.g. a tree, a boat etc.

**Plural Nouns:** A noun is said to be in plural form if it refers to more than one person or thing. E.g. trees, boats etc.

**Rules to remember:**

1. Add an "s" to form the plural of most nouns.
  - zebra -- zebras
  - piano -- pianos
2. If the word ends in any of the following *hissing sounds*: s, z, x, ch, or sh, add an "es" to form the plural.
  - church -- churches
  - box -----boxes
  - bush----- bushes
3. If the word ends in a vowel plus "y", add "s".
  - trolley – trolleys
  - ray – rays
4. If the word ends in a consonant "y", change the "y" into an "ie" and add "s".
  - baby -- babies
  - daisy -- daisies
5. A few words that end in "fe" or "f" have plurals formed by "ves".
  - knife -- knives
  - shelf – shelves
6. Irregular nouns do not follow specific rules.
  - Child – children
  - Goose – geese
  - Man – men
7. Some nouns do not change at all when they are pluralized:
  - Sheep
  - Deer



**Q.1. Change the nouns in the brackets to their plural form in these sentences.**

1. The shepherds could hear the howling of the \_\_\_\_\_ (wolf) from a distance.
2. Set the \_\_\_\_\_ (knife), forks and spoons on the table.
3. We fry \_\_\_\_\_ (potato) to make french fries.
4. The shopkeeper sold beautiful \_\_\_\_\_ (scarf).
5. My mother bought two \_\_\_\_\_ (loaf) of fresh brown bread.
6. Five \_\_\_\_\_ (deer) grazed in my backyard.
7. My \_\_\_\_\_ (foot) hurt after climbing the mountains.
8. There are many \_\_\_\_\_ (goose) in the pond.
9. The \_\_\_\_\_ (policeman) ran after the \_\_\_\_\_ (thief).
10. The \_\_\_\_\_ (child) flew \_\_\_\_\_ (kite).

**Grammar: Nouns – Gender**

**Masculine gender:** A noun is said to be in the Masculine gender if it refers to a male character or member of a species.

E.g. Man, lion, hero, boy, king, horse, actor etc.



**Feminine gender:** A noun is said to be in the feminine gender if it refers to a female member of a species.

E.g. Woman, lioness, heroine, girl, mare, niece, empress, cow, actress etc.



**Common gender:** A noun is said to be in common gender if it refers to a member of species which can be a male or a female.

E.g. child, student, friend, applicant, candidate, doctor, member, parliamentarian and leader are few of the common-gender nouns.

**Neuter gender:** A noun is said to be in the neuter gender if it refers to a member of a species which is neither a male nor a female. Normally nouns referring to lifeless objects are neuter nouns.

Chair, table, tree, star, mountain, street, book, car, school, and computer are few of the neuter nouns which we use regularly.



Q.1. Complete the table with words from the box.

Tree, actress, nephew, doctor, shirt, pen, animal, book,  
Daughter-in-law, peacock, enemy, house, mare, king,  
president, quilt, aunt, lion, niece, student, neighbour

<b>Feminine nouns</b>	<b>Masculine nouns</b>	<b>Common nouns</b>	<b>Neuter nouns</b>

**Comprehension 1**

**Read the passage given below carefully and answer the following questions.**

Charlie was walking home from school one day and saw a frog on the road. The frog hopped over to Charlie and started to speak.

"If you kiss me, I'll turn into a beautiful princess," said the frog. Charlie picked up the frog and put it in his pocket. "Please kiss me," said the frog. "I'll love you forever!" Charlie just looked at the frog and smiled. The frog yelled, "If you kiss me and turn me into a princess, I'll clean your room, cook for you, do your homework, and love you forever!" Charlie smiled at the frog, and put it back into his pocket.

"What is wrong with you?" shouted the frog. "I've told you that I'm a beautiful princess and will love you forever. Why won't you kiss me?"

"I'm just a 10 year old school boy," said Charlie. "I don't need a princess, but a talking frog is really cool!"

**Choose the correct option.**

1. Why didn't Charlie kiss the frog?
  - a) He wanted a talking frog - not a princess.
  - b) The frog was dirty.
  - c) He did not like frogs.
2. What did the frog promise if Charlie kissed it?
  - a) to love him forever.
  - b) to disappear.
  - c) to give him castle.
3. Where did Charlie first see the frog?
  - a) in his backyard.
  - b) on the road coming home from school.
  - c) on the bicycle path.
4. Where did Charlie keep the frog?
  - a) in a jar.
  - b) in the sandbox.
  - c) in his pocket.
5. Complete the line from the passage.



The frog yelled, "If you kiss me and turn me into a princess, I'll

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## Comprehension 2

**Read the passage given below carefully and answer the following questions.**

A turtle and a monkey found a banana tree floating in a river. "Let's divide it," said the turtle. They dragged the tree to shore and cut it into two pieces. Thinking that the top leafy part would grow faster, the monkey took the bigger top half. The turtle wanted the lower part. It looked bad, but it had roots. After a while, they met.

"How's your banana tree, Mr. Monkey?" asked the turtle. "It's dead," said the monkey. "And how's yours, Miss Turtle?" "It's very nice, but I can't climb up to gather the bananas," said the turtle. "I'll get them for you," said the monkey. As soon as the monkey saw the big yellow bananas in the tree, he climbed up and began eating them as fast as he could. "Throw some bananas down for me!" cried the turtle. With his mouth stuffed, the monkey said, "I'm so hungry, I'm going to eat every one of them!" The turtle was angry. She gathered up some shells and prickly thorns. She put them all around the banana tree. When the monkey came down, he got cuts and scrapes all over. Now the monkey was angry. "That hurts! I'm going to take you to the tallest mountain and throw you down!" "You can take me to the mountain, but please, please don't throw me in the river!" said the turtle. The monkey did just that. He threw the turtle in the river and thought that was the end of her. He didn't know that water was the real home of turtles. Miss Turtle happily swam away, far from the selfish monkey.

1. Why did the turtle tell the monkey she was afraid of the water?
  - a. Because she was afraid of the water
  - b. to trick the monkey
2. Why did the turtle's half of the tree grow so well?
  - a. It had roots.
  - b. It was smaller.
3. What did the turtle do to get back at the monkey?
  - a. She put some shells and prickly thorns around the banana tree.
  - b. she threw him in the river.
4. Pick out two nouns from the passage: \_\_\_\_\_, \_\_\_\_\_
5. Complete the line from the passage:  
He threw the turtle in the \_\_\_\_\_.

**ASSESSMENT-II**

**CLASS-III**

**SUB: ENGLISH**

**SESSION:2021-22**

**Pronoun:** *A pronoun is a word that is used in place of a noun.*

**Personal Pronouns:** A pronoun that stands for a person or a thing is called a **Personal Pronoun**. **E.g. I, me, he, his, she, they, it etc.**

The <b>first person</b> is the person speaking.	The <b>second person</b> is the person spoken to.	The <b>third person</b> is the person or thing spoken about.
<b>I, me, mine, we, us, ours</b> are the <i>pronouns of the first person</i> .	<b>You and yours</b> are <i>pronouns of the second person</i> .	<b>He, him, his, her, she, hers, it, they them, theirs</b> are <i>pronouns of the third person</i> .

- Like nouns, pronouns can also be *singular or plural*.
- Pronouns can be of *masculine, feminine, common or neuter gender*.

number	person	gender	personal pronouns	
			subject	object
singular	1st	male/ female	<b>I</b>	<b>me</b>
	2nd	male/ female	<b>you</b>	<b>you</b>
	3rd	male	<b>he</b>	<b>him</b>
		female	<b>she</b>	<b>her</b>
plural	3rd	neuter	<b>it</b>	<b>it</b>
		1st	<b>we</b>	<b>us</b>
		2nd	<b>you</b>	<b>you</b>
	3rd	male/ female/ neuter	<b>they</b>	<b>them</b>



**Q.1. Fill in the blanks with the correct pronouns.**

1. Sonu has a number of books. \_\_\_\_\_ contain stories.
2. Rohit and I are brothers. \_\_\_\_\_ are in the same class.
3. Arjun invited Jaya to \_\_\_\_\_ birthday. \_\_\_\_\_ presented him a watch.
4. The girls were happy because \_\_\_\_\_ had won the race.
5. When the dog saw the stranger, \_\_\_\_\_ began to bark at him.
6. I did not buy the chair because \_\_\_\_\_ was costly.
7. Rita's uncle gave \_\_\_\_\_ a new bicycle.

**Q.2. Underline the correct personal pronoun in the brackets to complete the sentences.**

1. Sarthak is in my class. (He/Him) is my friend.
2. Jack and Jim were excited. (They/We) were going to the Crafts Exhibition.
3. I baked a cake for Grandma. I couldn't wait until Sunday to give it to (she/her).
4. My uncle is coming in November. (He/Him) will stay with (I/us).
5. Sonia has lost her book. (He/She) cannot find (they/it).
6. Ram and (I/me) went to meet (their/them).
7. Tanya has a new doll. (She/He) has named (it/ them) Pari.
8. The woman gave sweets to the children, but (they/ them) did not thank (her/him).

### Adjectives

Adjectives **describe nouns**. They give information about something or someone that we can **discover with our senses**. They tell **how** he/she/it **looks, feels, sound, smells, or tastes**.

**Q.1.** Read the sentence. **Underline** the adjectives with **green colour**.

1. The big house has a blue gate.
2. The young girl sat on the colourful mat.
3. Shivaji was a brave and fearless ruler.
4. The hungry lion could not catch the clever fox.
5. We should eat healthy food.
6. I met an old man with grey hair.

**Q.2.** **Underline the adjectives** in these sentences. Circle the nouns that they describe.

1. The energetic team won the game.
2. Manu draws funny cartoons.
3. The hunter saw a white dove.
4. The ancient palace was converted into a grand museum.
5. The small girl has red apples in her hands.



### Adjectives and their kinds

**Adjectives of Quality** - These adjectives are used to describe the nature of a noun. They give an idea about the characteristics of the noun by answering the question '**what kind**'. E.g. Honest, Kind, Large, Bulky, Beautiful, Ugly etc.

E.g. Tokyo is a **big** city.

**Q.1.** Underline the **adjectives of quality** in the following sentences.

1. The clever detective caught the thief.
2. Anshika has a pair of golden shoes.
3. There is a colourful butterfly in the garden.
4. It is a pleasant evening.
5. The tall boy fell on the slippery floor.
6. My room has green walls.

**Q.2.** Complete these sentences with the correct **adjectives of quality** from the brackets.

1. Princess Saara's father was \_\_\_\_\_ (beautiful/wealthy).
2. Raju was scared when the train passed the \_\_\_\_\_  
(sweet/narrow) tunnel.
3. The \_\_\_\_\_ (oval/ square) egg was cracked in the centre.
4. The \_\_\_\_\_ (flat/huge) elephant picked up a \_\_\_\_\_  
(heavy/noisy) log.
5. The baby was wrapped in a \_\_\_\_\_ (soft/few) blanket.
6. The \_\_\_\_\_ (dense/clever) jackal pleased the lion.
7. We have a \_\_\_\_\_ (blue/faithful) dog.

**Adjectives of Quantity** - *Adjectives of quantity refer to the quantity (how much) of something. They are not countable. These adjectives help to show the amount or the approximate amount of the noun or pronoun.*  
E.g. All, Half, Many, Few, Little, No, Enough, Great etc.

- They have finished **most** of the rice.
- He spent **all** his money.

**Q.1** Underline the **adjectives of quantity** in the following sentences.

- a) I was surprised she ate the whole cake.
- b) The boy did not have any money.
- c) I have sufficient time.
- d) He has little knowledge about this project.
- e) The trip will cost me no money as my company is paying for it.
- f) The little bear did not find any soup in the bowl.
- g) May I have some water?

**Q.2.** Choose the appropriate **adjectives of quantity** from the brackets.

- a) He has (much/enough) money to start business.
- b) Alice borrowed (some/white) money from me.
- c) Granny was (much/no) delighted to receive the gift.
- d) Aladdin had (little/bright) idea that the lamp he was holding had magical powers.
- e) A plant needs (no/enough) water and sunlight to grow.

**Adjectives of Number** - These adjectives are used to show the number of nouns and their place in an order. These denote an exact number of nouns or the order of the noun. It answers the question **“How many?”**

One, Two, Twenty, Thirty-Three etc. are also known as **Cardinals**.

First, Second, Third, Seventh etc. are also known as **Ordinals**.

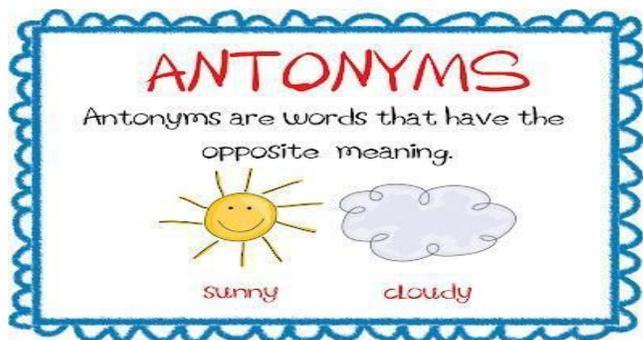
**E.g.** Each hand has **five** fingers.

**Q.1 Underline the adjectives of number in the following sentences.**

1. Two students came forward to become the monitor of the class.
2. There are five marbles in the pouch.
3. There are forty students in her class.
4. I wrote four stories.
5. He is going to sell his five cars.
6. There are fifty books on the table.
7. There are four weeks in a month.
8. There are ninety classrooms in our school.
9. We purchased twelve dresses for the party.

**Q.2. Fill in the blanks with the suitable kind of adjectives mentioned in the brackets.**

- (a) Philip is an \_\_\_\_\_ man. (adjective of quality)
- (b) There were \_\_\_\_\_ people standing in the queue. (adjective of number)
- (c) There is \_\_\_\_\_ food for all of us. (adjective of quantity)
- (d) Mumbai is a \_\_\_\_\_ city. (adjective of quality)
- (e) Ahmad won the \_\_\_\_\_ prize. (adjective of number)



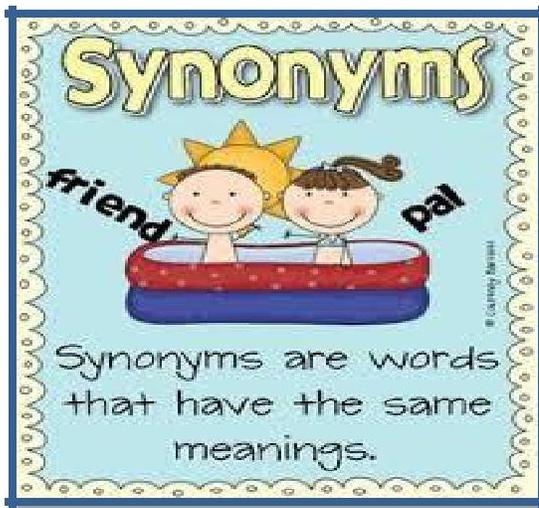
**Q.1.** Fill in the blanks with the **antonyms of the words** in brackets.

1. Tarun was wearing a \_\_\_\_\_ (old) shirt on his birthday.
2. I have put the clothes out to \_\_\_\_\_. (wet)
3. Ali fell \_\_\_\_\_ (awake) while reading a book in bed.
4. The blanket is \_\_\_\_\_ (smooth).
5. My suitcase is very \_\_\_\_\_. (light)

**Q.2.** Read the story below. Replace each underlined word with the matching antonym from the box.

Soft, wet, cloudy, refuse, child,  
noisy, full, many, expensive

On a sunny \_\_\_\_\_ day in May, a parent \_\_\_\_\_ went to the park. She put a blanket on the dry \_\_\_\_\_ grass. The ground felt hard \_\_\_\_\_. A man was selling cheap \_\_\_\_\_ lemonade nearby. She decided to buy some and hoped the man would accept \_\_\_\_\_ her money. There were few \_\_\_\_\_ people at the park and it was very quiet \_\_\_\_\_. After walking around awhile she went back to her blanket. It was time for her to leave the empty \_\_\_\_\_ park.



Q.1. Change the underlined word to its **synonym**.

1. Can you please close the door? \_\_\_\_\_
2. It is cold outside, so I need to put on a coat. \_\_\_\_\_
3. The bird flew over the tree. \_\_\_\_\_
4. Some insects are very small. \_\_\_\_\_
5. The mailman delivered a big box. \_\_\_\_\_
6. My teacher was happy to see me. \_\_\_\_\_

Q.2. Write a synonym for each of the words.

1. beautiful \_\_\_\_\_
2. angry \_\_\_\_\_
3. speak \_\_\_\_\_
4. big \_\_\_\_\_

Q.3. Circle the word/s that means the same as the underlined word (synonyms). Underline the word/s that means the opposite as the underlined word (antonyms).

- |                                    |          |         |         |
|------------------------------------|----------|---------|---------|
| 1. The dog is <u>happy</u> .       | Sad      | pleased | Brown   |
| 2. A <u>fast</u> car drove by.     | Slow     | greedy  | quick   |
| 3. The man began to <u>shout</u> . | Yell     | cry out | whisper |
| 4. Milli was very <u>nice</u> .    | Friendly | mean    | kind    |

### Articles

The words 'a', 'an' and 'the' are called articles. Articles are used before nouns. There are two types of articles: **indefinite articles and definite articles.**

**Indefinite articles:** **A** and **an** are the indefinite articles. They are used before nouns that introduce something or someone which/who has not been mentioned before. They do not refer to any particular noun.

**For example:** I saw **a deer** on my way through the woods. (any deer)

We use '**a**' **when the noun** we are referring to **begins with a consonant.**

**For example:** Sheela saw **a bear** at the zoo.

#### Sometimes 'a' is used:

- > With words that begin with a vowel that has a **consonant** sound.
- > Words start with a vowel but has a '**y**' **sound** at the beginning. For e.g. **university, union, unicorn, European, uniform** etc.
- > Before the letter '**o**' pronounced as '**wa**' For e.g. one: I have **a one** rupee coin.

When the next word starts with a <b>CONSONANT</b> SOUND	When the next word starts with a <b>VOWEL</b> SOUND
<b>A</b>	<b>AN</b>
a <u>b</u> ook    a <u>f</u> rog	an <u>a</u> pple    an <u>o</u> range
a <u>c</u> ar    a <u>l</u> emon	an <u>e</u> gg    an <u>u</u> mbrella
a <u>d</u> og    a <u>t</u> ruck	an <u>i</u> nsect    an <u>a</u> ctor
<b>BE CAREFUL!</b> The <b>SOUND</b> of the letter is important	
a <u>h</u> ouse	BUT an <u>h</u> our
	The <b>H</b> at the beginning of <b>hour</b> is silent.
an <u>u</u> ncle	BUT a <u>u</u> niversity
	The <b>U</b> at the beginning of <b>university</b> sounds like <b>YOU</b> .
This rule applies to all words after <b>A</b> or <b>AN</b> (including adjectives, adverbs...)	
a <u>c</u> old day	an <u>e</u> asy lesson
a <u>v</u> ery crazy person	an <u>i</u> nteresting class

We use '**an**' **when the noun** we are referring to **begins with a vowel.**

**For example:** I went to **an exciting** concert last night.

Similarly, if a word begins with a consonant but has a **vowel sound** at the beginning, we use 'an'.

**For e.g.** We must reach our destination within **an hour.**

It was **an** honour meeting you. (as 'h' is silent.)

- > The articles **a** and **an** also refer to a **singular noun use**. We use 'a' and 'an' when we refer to a **noun for the first time.**

**Definite Article: ‘The’ is a definite article.**

‘**The**’ is used when a particular person/thing (noun) is being talked about or before a noun **that has already been mentioned before.**

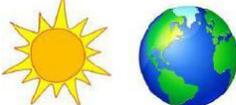
**For e.g. The apple** that you ate was fresh.

**The film** that I watched was extremely funny.

A tortoise and a hare decided to have a race. **The** steady tortoise won **the race.**

In these sentences, ‘**The**’ is used with specific nouns.

- ‘**The**’ is used when we talk about geographical features such as **rivers, oceans, seas, mountain ranges and so on. For e.g.** The sun, The Pacific Ocean, the Earth, The Red Sea , The Himalayas etc.

- ‘**The**’ is also used: 

→ When we speak of a noun that stands for its entire category or class.

For e.g. **The camel** is called the ship of the desert.

In this sentence all camels and not just one, are considered the ships of the desert.

- Before the **names of sacred books, newspaper, monuments,** etc.

For e.g. The Bible, The Gita, The Times of India, The Taj Mahal, etc.

- Before plural nouns and adjectives in the superlative degree.

For e.g. **The** eggs are in the basket.

Rahul is **the** best athlete of our class.

**Articles – a, an or the**

**Q.1. Fill in the blanks with the correct article.**

1. My mother would like to learn \_\_\_\_\_ new language.
2. Jiya wants \_\_\_\_\_ pair of jeans.
3. I bought \_\_\_\_\_ laptop yesterday. \_\_\_\_\_ laptop was very expensive.
4. \_\_\_\_\_ guests are arriving in \_\_\_\_\_ hour.
5. This is \_\_\_\_\_ most beautiful picture in the gallery.
6. I have \_\_\_\_\_ aunt who lives in \_\_\_\_\_ old house in Patna.
7. There is \_\_\_\_\_ bowl on the table.
8. I saw \_\_\_\_\_ orange tree in the middle of the park.
9. He spilled milk all over \_\_\_\_\_ floor.
10. \_\_\_\_\_ Himalayas are vast and beautiful.
11. \_\_\_\_\_ moon is shining in \_\_\_\_\_ sky.
12. My friend is \_\_\_\_\_ photographer.

**Q.2. Fill in the blanks with suitable articles **a, an** or **the** in the given story.**

It was \_\_\_\_\_ incredibly hot day, and \_\_\_\_\_ lion was feeling very hungry. He came out of his den and searched here and there. He could find only \_\_\_\_\_ small hare. He caught \_\_\_\_\_ hare with some hesitation. “*This hare can’t fill my stomach*” thought \_\_\_\_\_ lion. As \_\_\_\_\_ lion was about to kill \_\_\_\_\_ hare, \_\_\_\_\_ deer ran that way. \_\_\_\_\_ lion became greedy. He thought; “Instead of eating this small hare, let me eat \_\_\_\_\_ big deer.” He let \_\_\_\_\_ hare go and went behind \_\_\_\_\_ deer. But, \_\_\_\_\_ deer had vanished into \_\_\_\_\_ forest. \_\_\_\_\_ lion now felt sorry for letting \_\_\_\_\_ hare off.



**Vocabulary: Homophones**



Q.1. Complete these sentences with the correct homophones.

1. The \_\_\_\_\_ (whether/ weather) has been very good this month.
2. There are \_\_\_\_\_ (sum/ some) apples left in the basket.
3. We have found the best players for \_\_\_\_\_ (hour/ our) team.
4. Mary went to the market to \_\_\_\_\_ (buy/ bye) fruits.
5. Kim says she will be \_\_\_\_\_ (their/ there) at the party.
6. Is this the \_\_\_\_\_ (write/ right) answer?
- ✂ 7. Make sure you do not \_\_\_\_\_ (waste/ waist) food.
8. He \_\_\_\_\_ (won/ one) the match.
9. Manju asked her \_\_\_\_\_ (sun/ son) to be careful.
10. John is down with \_\_\_\_\_ (flu/ flew).
11. Have you \_\_\_\_\_ (read/ red) this book before?
12. I am starting a new job next \_\_\_\_\_ (week/ weak) at the supermarket.

**Comprehension 1**

**Q.1.** Read the following passage and answer the questions that follow.

Antonio and Julio were twins. They shared everything. One Saturday, Antonio and Julio went outside to play with their red wagon. The twins loved the wagon. "I want to give my stuffed animals a ride," said Antonio. "I want to collect rocks," said Julio. Both twins wanted to do different things with the same wagon. Antonio and Julio's mother heard the boys arguing and came outside. "You boys must share the wagon," said Mother. Mother told Antonio and Julio to take turns with the wagon. The twins did not want to share the wagon. A few days later, Antonio and Julio's mother brought home a pet kitten for the boys. "Can't we each have our own kitten?" asked the twins. They were tired of sharing everything. "I'm sorry, but you must share one kitten," Mother said. "You will have to feed the kitten and make sure she does not get into anything." Now Antonio and Julio were even sharing a job. A few days later, the kitten got into Mother's sewing basket. In just a few minutes, the kitten had scattered balls of yarn all over the room. Julio saw the kitten playing with the yarn. He quickly went to find Antonio to tell him what the kitten had done. "Oh, no! It's our job to clean up the mess," cried Antonio. The boys quickly picked up the yarn and put it back in the basket. When the mess was cleaned up, Antonio and Julio made the kitten her own toy from a piece of yarn. "Just think, Julio, two kittens would have made a bigger mess," said Antonio. "That's right," laughed Julio. "Maybe sharing isn't so bad after all!"

1. What is the first thing Antonio and Julio do in the story?
  - a. They go to soccer practice.
  - b. They go outside to play.
2. What was the first thing the twins did when their mother gave them a kitten?
  - a. They asked if they could have two kittens.
  - b. They thanked her for the kitten.
3. Complete the line:  
In just a few minutes, the kitten \_\_\_\_\_.
4. Write homophones for 'to' - \_\_\_\_\_, \_\_\_\_\_
5. Write synonym for 'want' from the passage - \_\_\_\_\_

## Comprehension 2

**Q.1.** Read the following passage and answer the questions that follow.

Little Red Riding Hood was sent to see her sick grandmother. But she went off the path and into the woods to pick flowers. In the woods, a wolf met her. Little Red Riding Hood was not scared. He asked her where she was going, and she told him where her grandmother lived. The wolf came up with an evil plan. He got to the grandmother's house before Red Riding Hood and ate up her grandmother. Then he put on the grandmother's clothes and got into her bed. When Red Riding Hood got to her grandmother's house, she thought the old woman looked very strange. Soon the wolf gobbled up Little Red Riding Hood too. Then the wolf went to sleep. A huntsman came by. He saw the wolf and guessed what had happened. He cut the wolf open and out came Little Red Riding Hood and her grandmother. Little Red Riding Hood said, "I will never again leave the path by myself to run into the woods!"

1. Where does Red Riding Hood meet the wolf?

A. in the woods                      B. in the school.                      C. in the market.

2. The wolf is:

A. kind                                      B. helpful                                      C. evil

3. Who does the wolf eat first?

A. Red Riding Hood                      B. grandmother                      C. the huntsman

4. What lesson does Red Riding Hood learn?

A. don't trust wolves                      B. don't visit her grandmother                      C. stay on the path

5. *The wolf came up with an evil plan.*

Underline the adjective in the given sentence and state its kind.

---

### Comprehension 3

**Q.1.** Read the following passage and answer the questions that follow.

#### **Dolphins Just Want to Have Fun**

Dolphins are good swimmers. They have strong tails. Their strong tails push them through the water. Dolphins usually hang out in small groups of up to 12 dolphins. These groups are called schools or pods. Female dolphins are cows and male dolphins are bulls. You can probably guess what a baby dolphin is called - a calf! Dolphins can stay underwater for 15 minutes. Then they need to come up for air. They get air through a blowhole on the top of their heads.

Dolphins are smart. They talk to each other using sounds like clicks, chirps, and whistles. They can learn tricks too. What do dolphins do for fun? They love to leap out of the water. It is great fun for them to jump and play.

1. How do you know the dolphins are smart?

Ans. \_\_\_\_\_

2. How does its tail help a dolphin swim?

Ans. \_\_\_\_\_

3. How long can a dolphin stay underwater before needing air?

Ans. \_\_\_\_\_

4. Complete the line from the passage:

They talk to each other using sounds \_\_\_\_\_.

5. Write synonym for:

talk - \_\_\_\_\_ strong - \_\_\_\_\_

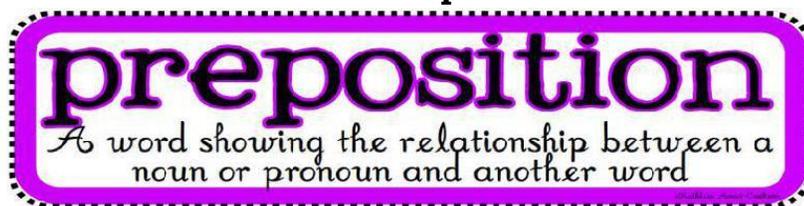
**ASSESSMENT-III**

**CLASS-III**

**SUB: ENGLISH**

**SESSION:2021-22**

**Prepositions**



E.g. The child hid under the table.

**Q. 1. Match the following to complete the sentences.**

- |                               |                         |
|-------------------------------|-------------------------|
| a. The Chief Guest arrived    | i. across the river.    |
| b. The boatman rowed the boat | ii. over the fence.     |
| c. The train went             | iii. at 7 p.m. sharp.   |
| d. The notebooks are lying    | iv. through the tunnel. |
| e. The girl jumped            | v. on the table.        |

**Q.2. Fill in the correct preposition.**

1. She always gets up \_\_\_\_ the morning and goes to bed late \_\_\_\_ night.
2. We sat \_\_\_\_ the grass and ate our lunch.
3. I would like to travel \_\_\_\_ Italy next summer.
4. The class will be held \_\_\_\_\_ Wednesdays.
5. I am meeting my friend \_\_\_\_\_ 3:00 p.m.
6. The train is passing \_\_\_\_\_ the tunnel.
7. The new session will start \_\_\_\_\_ June.
8. The ball rolled \_\_\_\_\_ the desk and the wall.
9. A beautiful white bird flew \_\_\_\_\_ the lake.
10. The child was hiding \_\_\_\_\_ the door.

# Conjunctions



A conjunction is a joining word. We use conjunctions to join two words, phrases or clauses together to make one long sentence.

**And** is used to join sentences that **express the same idea**.

**E.g.** This is a story about an ant **and** a grasshopper.

**But** is used to join sentences that **express opposite idea**.

**E.g.** I like cheese **but** my brother likes butter.

**Because** is used when we **give a reason**.

**E.g.** Samar was happy **because** he came first in class.

**Or** is used to join sentences that **express a choice**.

**E.g.** Chulbul thought, 'Should I get a monkey's tail **or** a cat's tail?'

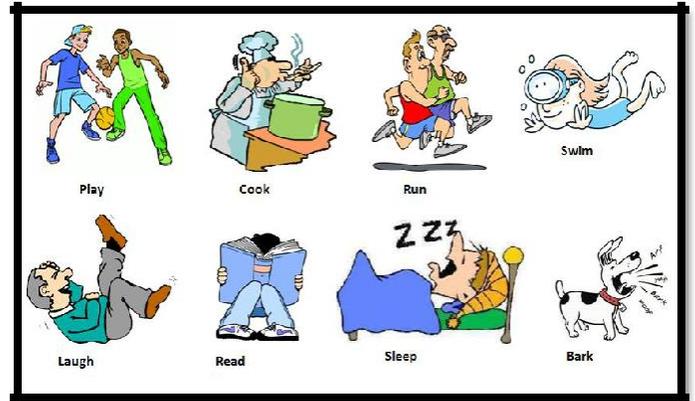


**Verbs**

*Doing words or action words are called verbs. They tell us what a person, animal or thing does.*

**Q.1 Underline the verbs in the following sentences.**

- a. My grandfather walks slowly.
- b. Ali is drinking milk.
- c. The dog barked loudly.
- d. You must wash your hands.
- e. Let us play football in the park.
- f. I sat down to write a letter.
- g. The Earth revolves around the sun.
- h. Shrey plays guitar.



**Q.2. Fill in the blanks with suitable verbs.**

- 1. He likes to \_\_\_\_\_ tennis.
- 2. We \_\_\_\_\_ with a pen.
- 3. An ostrich cannot \_\_\_\_\_.
- 4. Nisha's manager \_\_\_\_\_ many languages.
- 5. Aryan \_\_\_\_\_ for an insurance company.
- 6. I \_\_\_\_\_ healthy food.
- 7. Most people \_\_\_\_\_ a newspaper in the morning.
- 8. Sheila \_\_\_\_\_ to school every day.
- 9. I \_\_\_\_\_ cricket after school.
- 10. Usually I \_\_\_\_\_ up at 5 o'clock.

**Tenses:** Tense of verbs tells us when an action has taken place- whether now or in the past or it will take place in the future.



There are **three main verb tenses: Present tense, Past tense and Future tense**

**Present tense:** It is used:

- For the actions happening now. E.g. The stars are shining.
- Habitual actions E.g. She drinks milk every day.
- For expressing universal truth. E.g. The sun rises in the East.

**Past tense:** Simple past tense is used:

- For actions happened in the past.

In past tense we generally add *-d* or *-ed* to the base form or regular verb  
E.g. We watched a movie last night.

**Future tense:** It is used: For an action that will happen in future.

- We use *will/shall + verb* to write a sentence in future tense  
I, We - *will/shall +verb*  
You - *will +verb*  
He, she, it, they - *will +verb*

E.g. I will buy a new car next month.

Read the following sentences to understand the tenses.

Yesterday I walked home from school.

Every day I walk home from school.

Tomorrow I will walk home from school.

**N.K.BAGRODIA PUBLIC SCHOOL, DWARKA**

**Class – III Sub: English Worksheet-5(III Assessment)Session: 2021-22**

**Name:** \_\_\_\_\_ **Roll No:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Q.1.** Tick (✓) the correct **simple present tense** form of the verb given in the brackets.

1. The lion (are/is) the king of the animals.
2. My father (go/goes) for a walk in the morning.
3. Flowers (bloom/blooms) in the spring.
4. I (go/goes) to the city once a week.
5. Joe (study/studies) really hard.
6. My parents (love/loves) me very much.
7. Nobody (likes/like) dishonest people.
8. My brother (serve/serves) in the army.
9. Tim (watch/watches) this show every night.
10. My sister (lives/live) in Chennai.

**Q.2.** Choose the correct form of the verb from the brackets to fill in the blanks.

1. Children \_\_\_\_\_ (play/ plays) in the park.
2. Mona and Tony \_\_\_\_\_ (cleans/clean) the car every day.
3. The students \_\_\_\_\_ (speak/speaks) politely.
4. We \_\_\_\_\_ (celebrate/celebrates) World Earth day on 22 April.
5. I \_\_\_\_\_ (drink/drinks) milk every day.
6. Emily \_\_\_\_\_ (go/ goes) to the disco.
7. Plants \_\_\_\_\_ (needs/ need) water and sunlight to prepare their food.
8. Arti and her husband \_\_\_\_\_ (lives/live) in Singapore.

**Q.3.** Underline the verbs in **simple past tense forms** in the given sentences.

1. We moved to a new house.
2. They brought a sandwich.
3. They sold cars.
4. Jack missed his bus.
5. Nancy watched television.
6. They invited us to their party.
7. She sang a lovely song.
8. My father worked from home.



**Q.4.** Change the verbs in the brackets into their **past form** and complete the sentences.

1. Sunita and Ram \_\_\_\_\_ a new house last week. (buy)
2. I \_\_\_\_\_ this cake all by myself. (bake)
3. Jiya \_\_\_\_\_ Deepti a nice present for her birthday. (give)
4. The rain finally \_\_\_\_\_ (stop), and we \_\_\_\_\_ home. (go)
5. Lisa \_\_\_\_\_ to her grandfather yesterday. (write)
6. Ayan \_\_\_\_\_ twice round the lake. (swim)
7. John \_\_\_\_\_ the whole cake last night. (eat)
8. They \_\_\_\_\_ few songs together. (sing)
9. The gardener \_\_\_\_\_ the trees last month. (cut)
10. They \_\_\_\_\_ a farm two weeks ago. (visit)



**Q.5.** Fill in the blanks with appropriate **simple future tense** form of the verb given in the brackets.

1. They \_\_\_\_\_ (come) at 8 o'clock.
2. I \_\_\_\_\_(open) the gifts once everyone leaves.
3. The clown \_\_\_\_\_ (make) him laugh.
4. It \_\_\_\_\_ (rain) tomorrow.
5. Ashley \_\_\_\_\_ (stay) at home tonight.
6. The meeting \_\_\_\_\_ (take) place at 6 p.m.
7. Sam \_\_\_\_\_ (bring) the documents over to you tomorrow.
8. She \_\_\_\_\_ (write) the e-mail after lunch.

**Q.6. Read the sentences given below and say whether they are in the present, past or future tense –**

1. Maya will play the match tomorrow. \_\_\_\_\_
2. The children went to the zoo with their friends. \_\_\_\_\_
3. The boys play cricket. \_\_\_\_\_
4. I will become a doctor when I grow up. \_\_\_\_\_
5. Sonia woke up early to go to the park. \_\_\_\_\_
6. We love flying kites. \_\_\_\_\_

**Comprehension 1**

Read the passage.

It was late at night. Anita looked out of her window and saw a stranger on the street. He was looking at a new car. He tried to force open the front window of the car but he didn't succeed. Anita called out to him but he didn't look up. She called the police and told them, 'A man is trying to steal a car. Come quickly'. When the police arrived, Anita went downstairs. The man told the police, 'This is my car. I forgot the keys inside the car. I was trying to get them out.'

I. Answer the questions based on the passage given above.

1. Whom did Anita see in the street?

Ans. \_\_\_\_\_.

2. What was the man doing?

Ans. \_\_\_\_\_.

3. What did Anita do?

Ans. \_\_\_\_\_.

4. Complete the line using the correct conjunction (and/or/because)

Anita felt embarrassed \_\_\_\_\_ quietly went back to her flat.

5. Underline the verb in the sentence and identify the tense.

*Anita looked out of her window and saw a stranger on the street.*

Ans. \_\_\_\_\_



## Comprehension 2

Read the passage.

Grandfather was sitting under the apple tree in his garden. His grandchildren were happily munching on the juicy apples from the tree.

‘Who planted this tree here, Grandfather?’ asked one of the children.

‘Come, I will tell you how this tree came to be here,’ said their grandfather.

Grandfather began, ‘I came to live here more than fifty years ago. One day I was standing just about, where this apple tree now stands and talking to my neighbor. I was telling him that I wanted to earn money.’

‘The neighbor, who was a scholar, said to me, ‘It is so simple. All you need to do is begin well. Right where you are standing, hidden in the soil are hundreds of rupees. It is up to you to dig them out.’

‘I was then a young man without much understanding of the ways of the world. The next day I dug a huge hole in the ground but, I found nothing.’

‘The next morning, when my neighbor saw the hole, he began to laugh. ‘Oh dear, I didn’t mean that you had to dig a hole. Now I will tell you what I meant.’

‘The neighbor then gave me an apple sapling and said, ‘Take this. Plant it in the hole you have dug. Look after it well. In a few years from now, when this sapling becomes a tree, you will start getting money. This young apple tree will reward you.’ I planted the apple sapling and looked after it well. The tree grew strong. I have been selling its fruits all these years. This tree has certainly given me back hundreds and hundreds of rupees. Even today, I earn money by selling its delicious fruits.

Answer the questions based on the passage given above.

1. Where was the grandfather sitting?

---

2. What did the neighbor give to the grandfather?

---

3. How did the grandfather earn money from the apple tree?

---

4. Complete the sentence with the correct preposition.

The grandchildren were sitting \_\_\_\_\_ their grandfather.  
(beside/between)

