

About the Author

Eleanor Farjeon (1881–1965) was an English writer of children's stories, plays and poetry. The poetry collection *The Children's Bells*, and *The Little Bookroom* (1955), which won the Hans Christian Andersen medal, are some of her most famous works.

Understanding the Text

A. Choose the correct answer.

1. The child is talking to
☒ a. her parent b. her friend c. her toys
2. The child feels about not finishing the game.
a. happy ☒ b. disappointed c. angry
3. The child does not want to
☒ a. go to bed b. play outside c. talk to her friends
4. Which of the following describes the child in the poem?
a. happy b. friendly ☒ c. creative

HOTS

B. Answer the following questions.

1. Name the activities the child was engaged in just before bedtime.
2. Why was the child asking to stay up longer?
3. Why do you think the child came down to asking for just one minute at the end?
4. Write about a time when you stayed up longer than usual. How did you feel the next day?

HOTS

HOTS

C. Read the lines and answer the questions that follow.

1. *When a game's once begun
It's a pity never to find out*
a. Who is saying this, and to whom?
b. Why does the speaker feel sad about the unfinished game?
c. What would you have done if the speaker was talking to you?

HOTS

D. Think and answer.

HOTS

1. What do you do before going to bed?
2. Why is getting eight hours of sleep important for us?

Playing with Words

E. Find words in the poem which rhyme with the following words.

1. air there
2. overhead bed
3. past last
4. peeping sleeping

F. Now, write two sets of rhyming words of your own and make sentences with them.

Phonics

For example: I wish I could be as **free** as a **tree**.

Antonyms are words which are opposite in meaning to the given words.

For example: up—down, sad—happy

G. Write the antonyms of the following words.

1. high low
2. above below
3. wide narrow
4. absent present
5. morning evening
6. day night

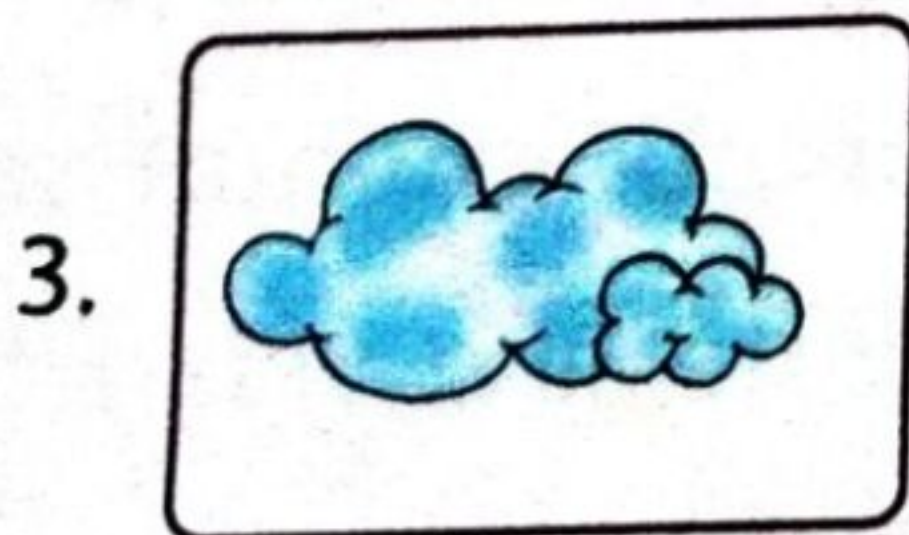
H. Tick (✓) the words that describe the given pictures. You may select more than one word.



- a. starry ☒ b. yellow ☐ c. scary ☐

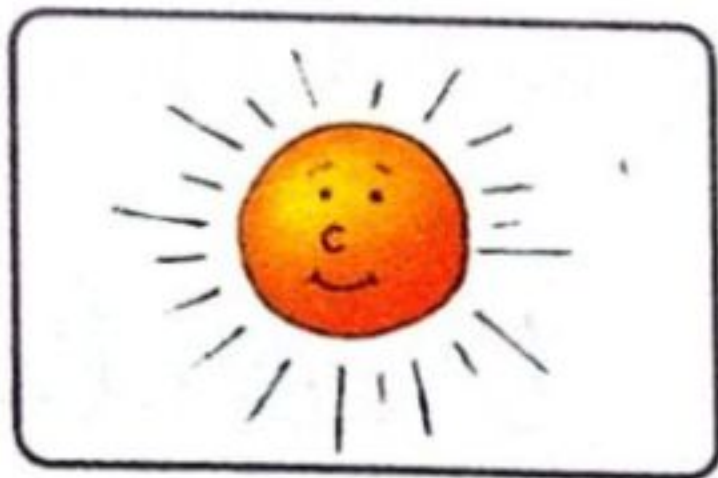


- a. rainy ☐ b. dull ☐ c. colourful ☒



- a. dark ☐ b. fluffy ☒ c. black ☐

4.



a. foggy

☐

b. cloudy

☐

c. sunny

☒

5.



a. snowy

☒

b. windy

☐

c. rainy

☐

Learning the Language

Singular means **one** and **plural** means **many**. We change a noun from singular to plural by adding **s**, **es** and so on.

For example: girl—girls, bus—buses

Some words do not follow this rule.

For example: foot—feet, man—men

Plural forms like these, which change almost completely, are called **irregular plurals**.

I. Change the highlighted words into plurals and rewrite the sentences.

1. The **cow** and the **goat** were grazing in the field.
The cows and the goats were grazing in the field.

2. He kept the **book** on the glass **table**.
He kept the books on the glass tables.

3. The **mango** had fallen on the ground.
The mangoes had fallen on the ground.

4. The **child** danced gracefully.
The children danced gracefully.

5. The **man** and **woman** were wearing white caps.
The men and women were wearing white caps.

6. Please arrange the **cup** and the **dish** properly.
Please arrange the cups and the dishes properly.



Some nouns can be easily counted and are called **countable nouns**.

For example: flowers, balls, books

Some nouns cannot be counted. They are called **uncountable nouns**.

For example: water, salt, clay, cloth

J. Read the following sentences and write whether the highlighted nouns are countable or uncountable.

1. I put some **butter** on the toast.
2. The **windows** had to be shut at night.
3. I drank **milk** before I went to sleep.
4. Get some **glue** to stick the stamp.
5. The **candles** were lit at night.

Uncountable
Countable
Uncountable
Uncountable
Countable

Writing

K. The child in the poem feels upset when asked to stop playing or reading. Write about a time when you felt the same way. How did you feel when someone told you to stop? What did you wish could happen instead?

Use these hints to help you write the paragraph.

- I felt because
- I did not want to stop because
- I wished that
- If I had more time, I would



Flying Away

Collaboration; Communication



Imagine you are given an extra hour in your day. Write or draw three things you would love to do in that time. You might want to play a game, read a book, cuddle a pet or talk to a friend or family member.

Share your list with your classmates. Notice if anyone has the same wish as you.