

## IT HAPPENED ONE NIGHT

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To study the gradual build-up of suspense in the story
- To observe how the characters and setting lend themselves to the genre
- To recognise the theme
- To recognise and appreciate the imagery presented
- To infer the tone in the scenes
- To provide an ending of their own for the story

### Pre-reading



This section focuses on *assessment for learning* as it prepares the reader for something mysterious that is to follow.

Encourage students to discuss the Pre-reading section in the Reader.

Brainstorm for what makes a suspense/mystery-story. Write down the answers on the board.

Once students have warmed up to the concept, proceed to tell them that they will now be reading an interesting story with elements of suspense.

*Note: A mystery/suspense-story* comprises the setting, the plot, the characters, the problem and the solution. At times the ending is open-ended, allowing the reader to conclude, based on the hints in the story. The characters play a key role by the way they talk and convey their thoughts to the reader, and create the right mood and tone. The setting describes the scene in a way that helps the reader visualise the scene and connect to the plot. The plot is a series of events or sequences that closes in on the climax. The climax comprises the turning point leading to some kind of solution or non-solution.

## READING

Draw the given concept map on the board.

Note: The details in the box are for the teachers. Encourage students to fill in the map on their own after reading the story.

Direct students to read the text in parts (as specified), and after that, work in pairs. Tell them to scan for details to help fill in the boxes. They may add more details.

- *Mikel stared...soft tones of the room.*

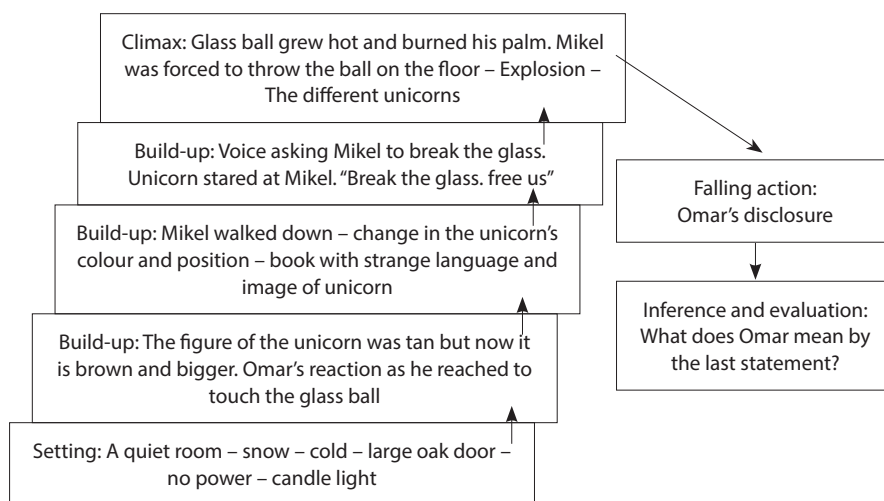
Instruct students to identify the words that contribute to the imagery in the paragraph and set the stage for the story. (Setting: *reflection of fire on the glass and the*

*snowflakes; quiet and still night; introduction of Mikel and Omar; no power. Imagery: fire cast a lustre on the glass; snowflakes looked like glossy bits of gold dust; night was quiet; large oak door; the flames of the candles added a soft glow.*) Recap the concept of imagery and its role in conveying the right tone and mood.

Now ask students:

*What tone does this paragraph convey? (One of mystery/suspense) What illuminated the room?*

- *I've been looking for you...your dinner will get cold.*



Ask students:

*What did Mikel find strange? Why do you think Omar reacted in that way?*

- *That night Mikel...Free us.*

Let students fill in the details that contribute to the suspense build-up.

Now ask students:

*Why was Mikel unable to sleep that night? Why did he walk down quietly? What was he afraid of? What caught Mikel by surprise?*

*Why do you think Omar came back to look at the books?*

This question focuses on *assessment for learning*. It indicates that Mikel knows for sure that there is something really mysterious going on.

(Ans: Accept any logical answer. *Suggested answer:* Omar came back to look at the books because he was trying to find out something related to the unicorn in the ball.)

*What did Mikel find in the book? Did something seem to control Mikel? Why was Mikel reluctant to obey the command? (Allow free response) What do you think could happen next? (Let students predict.)*

Explain the phrase

- *the glass caught its light:* The light from the candle fell on the glass ball.
- *the unicorn looked... fiery lake:* The glow on the glass that was a reflection of the candle flame made it look as though the unicorn was standing in a fiery lake.

Reinforce the concept of imagery and its importance in the portrayal of settings and scenes.

- *Mikel heard the word... Omar appeared at the library door.*

Students should now identify the turning point in the story. (The release of the unicorns)

Ask students:

*Was Mikel driven to do what he did? What happened soon after Mikel threw the ball? How did the unicorns make their appearances? Why did the first unicorn look at Mikel and lower his head? How do you think Omar would react? (Let students predict.)*

Now let the class identify the words that contribute to the imagery in the text: *thick golden pool; broken pieces floated like shards of ice; Sparks flowed down his body lighting up the room; clouds of fog; dark line of trees*



What do you think will happen next?

This question focuses on *assessment for learning*. It allows the reader to get into the plot of the story and predict what happens next.

(Ans: Free response)

What happened after the first unicorn leapt out of the window?



Imagine this scene playing out in front of you. How do you think you will react?

This question focuses on *assessment for learning*. It allows the reader to imagine the stupendous scene unfurling before his/her own eyes.

(Ans: Free response)

What did Mikel see when he looked out of the window? What was the proof that something really did happen in the library?

- "What's going on in here?"... "Follow them, son."

Ask students:

Do you think Mikel would have been surprised by Omar's reaction? What would he have

expected? What does Omar's narration convey?

(Allow free response. Suggested answers: It could be that the unicorns were against war and destruction / The disappearance of the unicorns from the Earth meant war and destruction / That the return of the unicorns could mean return of peace on Earth) What did Omar mean when he asked Mikel to follow them? (Suggested answer: That he wanted him to follow a path of peace.)

What do you think the unicorns represent here? What kind of power do you think this could be?

This question focuses on *assessment for learning*. It allows the reader to ponder what was actually going on.

(Ans: The unicorns represent the powers of peace and goodness. Suggested answer. Accept any logical answer.)



### Post-reading

Work in groups and provide an ending of your own for the story, in about 150-200 words.

You may begin like this: *Mikel nodded slowly when Omar said this. He felt drawn towards the fir trees...*

## GRAMMAR

## Past participle

- The Past participle is a word that expresses completed action and is one of the principal parts of a verb. Example: The words **fallen** in *many mangoes had fallen* and **thrown** in *they had thrown the ball* are past participles
- For most verbs, the past participle is **formed by adding -ed or -d to the end of the root form of the verb**. Example: *jump – jumped; excite – excited*
- It is also sometimes used as an adjective.
- As the past participle is a form of a verb, it cannot be used on its own.
- The three forms of the past participle are the regular, the irregular, and the adjective.
  - The regular form of the past participle ends in *-ed*, demonstrating a past action. Example: *bake – baked, dress – dressed*
  - An irregular verb is a verb that does not have the same simple past tense ending as a regular verb. The irregular form of the past participle includes the word *has* and puts the verb into its past tense form, also demonstrating a past action. *Eat – has eaten, feel – has felt*

Follow the rest of the inputs in the Reader.

**VOCABULARY****Expressions with *catch*, Collocations with *catch***

Follow the inputs given in the Reader.

**LISTENING****While listening (experience)**

Tell students that they will be listening to a passage and will have to fill in the missing words as they listen.

Play the audio track once and let students do the task.

Play it once again so that students check their work/complete the task.

Review the answers.

**SPEAKING****Power Point Presentation**

This task can be used for *assessment as learning*. Students share ideas in class to develop a PowerPoint presentation on a famous personality. The class assesses them while they communicate using the right words and expressions.

Follow the instructions given in the Reader.

**WRITING****Alternative ending**

*Note: Help students set their objectives (Why do I want to write this?)*

Guide students through every step. Share the sample passage and guidelines with them but encourage them to write their own composition.

**Alternative ending**

*Why is a conclusion important?*

Most of the time, the conclusion is what makes a story worth it.

Story-endings are generally much more satisfying when the main characters make them happen. The characters either confront a conflict with their strengths and weaknesses or are led into situations that contribute to an ending.

*How do I write/change the ending?*

You can work around a few types of story-endings:

- A clear explicit ending wraps up all the loose ends. This story can end on a happy or unhappy note depending on the plot of the story. It is a resolved ending where everything is neatly packaged. The fate of everyone in the story is known and it is clear how the characters might live on in the future. (*The answers to the questions in the writing exercise will cater to this format*)
- An implied ending is open to interpretation. It is left to the readers to interpret and arrive at conclusions. *Did they or didn't they? / Are they alive or dead? And so on.* This ending is



very effective because it creates a talking point and keeps the readers pondering long after they have put down the book. (*The text in the Reader has this type of ending.*)

- A twist in the ending: Here, the readers do not anticipate what will happen next and the ending catches them by surprise. (Example: *When Eurylochus opened the bag, the winds stayed inside. Not one of them stirred. Puzzled, Eurylochus thrust his hands inside but felt nothing. He opened the bag wide enough to look inside; 'Whoosh!' The soft westerly breeze rushed into the bag, pulling Eurylochus with him...*)



## PROJECT

This task can be used for *assessment as learning* as students share ideas in class and create a new storyline. The class assesses the pairs while they communicate using the right words and expressions to share their story.

### *Pair work*

Guide pairs to refer to the right web sites or books that can be used to collect their information.

Tell students that this is a time bound project. Allot specific time for discussion and then encourage them to start writing an original story.

Go around the class and guide students if required. Encourage varied presentations from different groups.

Students develop interpersonal and linguistic intelligences while taking part in the project.

## STUDENTS' BOOK ANSWER KEY

### It Happened One Night

#### Pre-reading

1. The presence of magical creatures like a dragon, a unicorn, fairies, a mermaid, a white stag, a phoenix, giant toadstools and so on tell us that this picture is magical and mysterious.
  2. *Free response*
  3. *Free response*
- A.**
1. Mikel was in Kabustan, with Omar, a family friend. He was staying at Omar's house.
  2. Mikel noticed that the figure of the unicorn in the glass ball had changed its colour from tan to a rusty brown and had grown bigger.
  3. Mikel could not sleep and he went back to the library to look at the unicorn in the glass ball once more. Mikel caught his breath because he observed that not only had the colour of the unicorn changed, but it had also changed its position. Earlier its head was up but later the unicorn seemed to be grazing.
  4. After Mikel threw the glass ball to the ground, the explosion knocked him down. The library windows blew open, and the room filled with a cold wind. A thick golden pool bubbled on the floor. The broken pieces of glass floated in it like shards of ice. From the middle of the pool, a unicorn's horn rose, a swirl of light that almost blinded Mikel. A muzzle followed, skirted with a beard of silver strands, then eyes, ears, neck, powerful shoulders and haunches emerged. Up came the beast. Sparks

cascaded down his body from head to tail, illuminating the room. Soon he leapt out of the window. Then one by one, six unicorns came forth, mares and stallions both.

5. The unicorns leapt outside the window and went down to the snowy field in front of the house. After celebrating their independence in the snow for a while, they ran towards the dark rim of trees on the side of the field and then disappeared.
6. Omar told Mikel that the unicorns had been imprisoned since the time men started to wage war. For centuries the glass had been unbreakable but now that the unicorns had been liberated, a great power had been unleashed into the world. Omar advised Mikel to follow the unicorns.

- B.**
1.
    - a. Mikel said this to Omar.
    - b. The speaker is referring to the figure of the unicorn inside the glass ball. Earlier, it looked tan.
    - c. The other person, Omar, seemed a little uncomfortable. He told Mikel that he must not touch it and the figure in the glass ball might have seemed different because of the light. He also tried to draw his attention away from the glass ball by saying that his dinner would get cold so they should go and have dinner.
  2.
    - a. Mikel was in the library in Omar's house.
    - b. The command was to break the glass.
    - c. After hearing the command in his head, Mikel was startled by the power of the command. He slammed the book shut and took a step back and was about to run away from the room.
  3.
    - a. Omar said these words to Mikel.
    - b. Mikel had unleashed a great power into the world by following the command to break the glass and setting the unicorns free. The unicorns were magical creatures and, as such, were seen as sources of great power and now, they had been freed and let into the world.
    - c. The speaker, Omar, advised Mikel to follow the great power that he had unleashed into the world.

**C.** *Suggested answers. Accept any logical answers.*

1. Omar tried to stop Mikel from studying the glass ball closely because he knew that the ball contained a great power. Since the ball was very old and made of glass, it had to be handled carefully to prevent it from getting destroyed. Since Omar knew about this power, he perhaps felt it was his responsibility to ensure that the power did not fall into the wrong hands or into the hands of someone who did not recognise or understand it. He was probably also worried that since it was such a great force, it could cause harm to Mikel, who was just a boy and did not even know what it was.
2. Yes, Mikel was surprised at Omar's reaction because initially, when Mikel asked questions about the ball, Omar had cut him off and then tried to distract him by talking about dinner. Omar was also secretive when Mikel asked him about the ball and from the open books that Mikel later saw, it was evident that there was something mysterious about the glass ball that Omar was trying to keep to himself. Therefore, when that very glass ball broke, Mikel naturally expected Omar to be very angry. But Omar was not angry. What added to Mikel's surprise was Omar's question about how many unicorns had been set free, which was followed by him narrating what he knew about the unicorns and then encouraging Mikel to follow them.

## Grammar

- A.** 2. spoken                      3. caught                      4. fallen                      5. hidden  
6. worn                      7. sung                      8. chosen

- B.** 2. read, V                      3. heard, V                      4. broken, A; repaired, V  
5. lost, A; found V                      6. brought, V

## Vocabulary

- A.** 1. got caught up                      2. caught my eye                      3. caught my attention  
4. caught sight of                      5. caught red-handed

- B.** 1. a. a fever                      2. b. a nap                      3. a. fire                      4. a. a show                      5. a. a bus

## Listening

### Listening text

**Listen to this passage. As you listen, complete the passage.**

One evening as I was getting ready to go to bed, I heard a loud crashing noise. It sounded as if something heavy had fallen with a loud thud in the woods behind our house. I was startled. Since my parents had gone out for some work, there was no one else at home. To calm my fears, I told myself that it was probably a big branch. A short while later, I heard an even louder crashing sound. I began to panic. Our house is a short distance away from the rest of the neighbourhood because of the road in front and the woods at the back. I wondered whether to run to my friend's house a little way off, or to investigate where the sound had come from. I thought about it for some time and I decided to investigate. I went to the window and looked outside. It was quite dark and there was a strange stillness in the air. My heart began to race. I sensed that I was being watched. Suddenly, I saw a pair of glowing eyes looking down at me from a great height. I froze.

### Answers:

1. crashing noise                      2. in the woods                      3. To calm my fears                      4. began to panic  
5. road in front                      6. investigate                      7. a strange stillness                      8. being watched

## Speaking

*Free response*

## Spelling

1. attach                      2. watch                      3. hatch  
4. batch                      5. sandwich                      6. catch  
7. bunch                      8. stretch                      9. switch  
10. search                      11. snatch                      12. poach

## ANSWER KEY TO WORKSHEET 8

- A.** 1. dug                      2. cooled                      3. flown                      4. completed                      5. packed                      6. forgotten

**B.** *Free response*

**C.** *Free response*

## QUESTION BANK

### It Happened One Night

#### A. Answer in brief.

1. What caught the attention of Mikel when he came to see the unicorn later in the night?

**Ans:** When Mikel came to see the unicorn in the night, it had not only changed its colour to silver, but it had also changed its position and appeared to be grazing.

2. The unicorns are believed to be mystical or magical creatures. Pick out examples from the text to prove this.

**Ans:** The unicorn in the glass ball kept changing its colour and position.

Additionally, it caught Mikel in its spell and made him break the glass. Mikel had seen only one unicorn in the glass ball, but when it was broken, six of them came out of the floor.

#### B. Answer in detail.

Did Mikel intend to break the glass ball? What ultimately forced him to do so?

**Ans:** Mikel had no intention of breaking the glass but was curious about its contents. It was while browsing through Omar's books at night that he saw the sketch of a unicorn in one of them and heard a powerful voice in his head asking him to break the glass. Startled, he almost decided to leave the room but the glass glowed and he could not resist picking it up. The unicorn lifted his head and stared at him. Mikel once again heard the command asking him to break the glass. He felt forced to release whatever was inside. And so, he lifted the glass ball over his head. The glass grew brighter and hotter, burning his fingers and palms. A loud sound pulsed through the room, and Mikel threw the ball down with all his might.

#### C. Choose the correct answer.

*The unicorn in the glass ball kept changing its colour and position because \_\_\_\_\_*

- a. it was a mystical creature with magical powers.
- b. it was trying to draw the attention of Mikel.
- c. it was restless inside the glass ball and wanted to be released.

**Ans:** a

#### D. Read the lines and answer the questions.

*"The glass is very, very old. What you saw must be due to the light, Mikel."*

- a. Who speaks the above lines?
- b. Why did Mikel want to touch the glass ball?
- c. Was Mikel convinced with the speaker's explanation? What did he do?

**Ans:** a. Omar, Mikel's family friend speaks the above lines.

b. Mikel noticed that the unicorn in the glass ball had changed colour from tan to rusty brown and that it had also become bigger. This roused his curiosity and he wanted to have a closer look.

c. No, Mikel was not convinced with Omar's explanation. He became very curious and wanted to observe the unicorn later in the night, on his own.

#### E. Answer in brief. (Think and answer)

According to Omar, Mikel broke the glass which had been unbreakable for centuries. What do you think could be the reason for this?



Free response *Suggested Ans:* Mikel, a young curious boy, was caught by the stare of the unicorn in the glass asking him to be released. Unable to refuse, he broke the glass. It is possible that the moment he lifted the glass, the mystical unicorn filled him with so much power that he was able to break the glass that had been untouched and hence unbreakable for centuries.

**F. Answer in detail. (Think and answer)**

It is natural for a young child to be curious. But at times giving in to curiosity and acting in haste may result in regret. Was this true of Mikel?

**Ans:** Mikel wanted to observe the glass ball without Omar's knowledge, more so because he had dissuaded him from even touching the ball. He least expected to be caught in the magic spell of the unicorns and be forced to break the glass ball to free all the unicorns. He was not clear whether he had done the right thing by releasing the unicorns as Omar waved away his apologies. However, he felt guilty as he had done something which he was not supposed to, and was also afraid of the outcome of his action. Fortunately, his curiosity resulted in the release of the unicorns, and not in any kind of destruction. As a result, though he was apologetic for what he had done, Omar brushed the act of disobedience aside, as Mikel managed to do in minutes what Omar had been trying to do for years.