



# It so happened...

**Supplementary Reader in English  
for Class VIII**



0850



**राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

## 0850 – IT SO HAPPENED...

Supplementary Reader in English for Class VIII

ISBN 81-7450-835-5

### First Edition

April 2008 Vaisakha 1930

### Reprinted

January 2009 Magha 1930

January 2010 Magha 1931

January 2011 Magha 1932

January 2012 Magha 1933

December 2012 Agrahayana 1934

October 2013 Asvina 1935

December 2014 Pausa 1936

December 2016 Pausa 1938

January 2018 Magha 1939

December 2018 Agrahayana 1940

August 2019 Bhadrapada 1941

July 2021 Shravana 1943

November 2021 Agrahayana 1943

### PD 400T RSP

© National Council of Educational  
Research and Training, 2008

₹ 55.00

Printed on 80 GSM paper with  
NCERT watermark

Published at the Publication Division  
by the Secretary, National Council of  
Educational Research and Training, Sri  
Aurobindo Marg, New Delhi 110 016  
and printed at Bharat Printers, A-120,  
T.P. Nagar, Meerut- 250 002 (U.P.)

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Cover, Layout and Illustrations  
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## Foreword

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this supplementary reader proves for making children's life at school a happy experience rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The book attempts to enhance this endeavour by giving higher priority and space to opportunities

for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory group in languages, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli for guiding the work of this committee. Several teachers contributed to the development of this book; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi  
30 November 2007

*Director*  
National Council of Educational  
Research and Training

## A Note for the Teacher

THE main objective of this supplementary reader is to promote among learners the habit of reading independently with interest, understanding and enjoyment. It seeks to enable them to read independently in the sense that they would not expect the book to be taken up page by page in the classroom. They would rather read it on their own and later share and confirm their responses and appreciation with the teacher and the peer group through discussions, questions and, wherever possible, even role-play.

The book contains eleven pieces. Each piece has been divided into two or three manageable sections, each section briefly summarised in point form without revealing crucial turns and twists of the storyline, thus sustaining readers' curiosity and interest. While-reading 'Comprehension Check,' given at the end of sections, is a recall of what has been read and understood so far.

This format is being tried to make comprehension easier and concentration keener. Each piece is also followed by a set of questions as aids to understanding and, at many places, topics for discussion in groups. Points under 'Think it Over' are largely such quotations as have a direct bearing on the theme of the story. Some quotations may not be immediately comprehensible to learners. Teachers may therefore want to play a direct role in explaining, simplifying or paraphrasing lines/topics and suggest appropriate sub-topics to facilitate a focussed discussion in small groups. All questions should be attempted orally before well-formulated answers are put down on paper. Discussion on related topics should be encouraged so that learners get an opportunity to go beyond the book and feel inspired to reach hitherto undiscovered vistas of knowledge and pleasure.

The stories, amply illustrated, deal with themes of cooperation, compassion, respect and love for flora and fauna, sound decision-making, science fiction, education, peace and harmony. It is hoped that young readers will find the book enjoyable and rewarding, and will feel motivated to read extensively on their own to become proficient readers in the years to come.

# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a <sup>1</sup>**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup>[unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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## Acknowledgements

THE National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore for going through the manuscript and making valuable suggestions. Special thanks are due to Professor R. Amritavalli for her overall monitoring and assistance as Chief Advisor.

For permission to reproduce copyright material in this book NCERT would like to thank the following: Gita Wolf and Anoushka Ravishankar for 'Children at work' from *Trash—On Raggpicker Children and Recycling*, Tara Publishing & Books for Change, Chennai, 1999; M.S. Bela Raja for 'The treasure within' from *Sparsh—A Newsletter from The Resource Centre, The Valley School, Bengaluru*, Vol : 003, July 2001; Ruskin Bond for 'The fight' from *Time Stops at Shamli and Other Stories*, Penguin India, 1989; and Jayant Narlikar for 'The comet' from *Tales of the Future*, Witness Books, Delhi, 2005.

Every effort has been made to trace all copyright holders. We apologise for some omissions, and will gratefully acknowledge them as soon as they can be traced.

The Council acknowledges the valuable inputs and suggestions given by the Review Committee constituted by the NCERT.

Thanks are also due to Meenakshi Khar, *Associate Professor*, DEL, NCERT and Kirti Kapur, *Professor*, DCS, NCERT for developing new content under the present review.

Special thanks are also due to the Publication Department, NCERT, for its support. The NCERT also acknowledges the contributions made by Parash Ram Kaushik, *Incharge*, Computer Resource Centre; Razi Ahmad and Inder Kumar, *DTP Operators*; and Mathew John, *Proof Reader*.



# Contents

Foreword	iii
A Note for the Teacher	v
1. How the Camel got his hump	1
2. Children at work	7
3. The Selfish Giant	17
4. The treasure within	25
5. Princess September	34
6. The fight	45
7. The open window	55
8. Jalebis	62
9. The comet — I	73
10. The comet — II	81
11. Ancient Education System of India	89



# CONSTITUTION OF INDIA

## Part IV A (Article 51 A)

### Fundamental Duties

It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- \*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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**Note:** The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

\* (k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).