

- strategies (*n*) : methods of winning
academics (*n*) : educational matters (books, studies, discussions, etc.)
book (*v*) : offer to buy in advance.



Comprehension

Answer the following questions.

1. What nightmare did Hafeez have?
2. Which words of the principal influenced Hafeez deeply?
3. "...That year I did not step out onto the field". Who said these words and why?
4. What was the reason for which Hafeez indulged in distraction?
5. What things did Hafeez prefer to academics? List them.

B Reading

The Treasure Within Part II

(Continuation of the interview between Ms. Bela Raja and Hafeez Contractor)

Hafeez stumbled on architecture because he knew little French and less German. He was offbeat even in the pranks that he played. When he found his calling, there was no looking back.

BR : How did you get into the field of architecture?

HC : In the college for architecture, nobody who had got below 80-85 per cent was allowed to enter. I had only 50 per cent.

I wanted to join the Army. I got my admission letter but my aunt tore it up. Then I decided that I wanted to join the police force.

My mother said, "Don't join the police force, just do your graduation!" So I went to Jai Hind College in Bombay.

There, I was to take either French or German. Though I had studied French for seven years, I did not know seven words of French. So I took German. Then my German teacher died. The college told me that I could change the college or take French. Now, who would give me admission in another college? I had got admission to Jai Hind by influence. So I thought, ‘Okay, I will take French’ and I started learning French again. I learnt it from my cousin. She was an architect’s wife. I was going to the architect’s office to learn French!

BR : Was it then that you decided you wanted to do architecture?

HC : Actually, it all happened quite by chance.

In the architect’s office, I saw somebody drawing a window details. A window detail is very advanced drawing.

I told him that his drawing was wrong- that the window he had drawn would not open.

He then had a bet with me and later he found that indeed, his drawing was wrong! My cousin’s husband was surprised. He asked me to draw a few specific things, which I immediately did.

He asked me to design a house and I designed a house. After that, he told me to drop every thing and join architecture. We went to meet the Principal of the college. The Principal warned me, “I will allow you to take part in the entrance exams, but if you do not do well I will not allow you to join.”

I got an ‘A+’ in the entrance exam and from that day it was a cakewalk. I had never made a plan, but I knew how something looked like, from the top. I had never known what a section was, but I knew if you cut a plan what it would look like.

I stood first in class, first throughout after that.

I believe that all this understanding came from what I used to play and do during school.

I had a friend called Behram Divecha. We used to have competitions between us for designing forts, guns and ammunition. Each of us would design something in an effort to be different.

In school, when I was in the second or third standard, one of my teachers, Mrs Gupta, saw my sketches and told me, “See, you are useless in every thing else but your sketches are good. When you grow up, you will become an architect”. I did not know at the time but she was right. Later, after I became an architect, I went back to meet her and told her.



- BR** : Why do you think you did not like studies? Was it because you felt you could not cope, could not deal with the curriculum?
- HC** : I was very bad at languages. Science and geography I could deal with, maths was very bad. I just was not interested. I was studying for the sake of studying. What they taught me today, I would forget after two days. I would not bother because there was no application of mind there, to begin with.
- BR** : Did you think that what they taught in school was boring or did you feel that once you understood the concept of what was being taught, you lost interest in the rest of the lesson?
- HC** : Living in a boarding school is difficult. We were just living from day to day. Nowadays, there are so many tests. Back then, whenever we had tests, we used to just copy. The teacher thought that we had done our work.
- BR** : There is a contention that giftedness and learning disabilities go hand in hand. Do you think this applies to you?
- HC** : Well, take some students from my class. Those who always stood first or second are today doing very ordinary jobs.
- BR** : I have come across this situation in so many different places where people tell me that their class toppers are doing very ordinarily today.
- HC** : In school, I think living our lives there made us street smart. I have learnt more by doing what I did on my own than what academics would have taught me.
- BR** : That is because the personality and skills were there. You were able to find expression in a manner you were comfortable with, and you defied every rule so that nobody would stop you from doing what you needed to do.
- HC** : I was more interested in other things. If, for example, while in class, it started

raining outside, I would think of the flowing water and how to build a dam to block it. I would be thinking about the flow of water within the dam and how much of water the dam would be able to hold. That was my interest for the day.



When students lost a button while playing or fighting, they would come running to me and I would cut a button for them from chalk, using a blade. Discipline in the school was very important and no student could afford to have a button missing. The student would get past dinner with a full neat uniform and after that it did not matter.

- BR** : Coming to the present, how do you decide as to what kind of structure you want to give a client?
- HC** : I look at the client's face, his clothes, the way he talks and pronounces, the way he eats and I would know what his taste would be like. I can relate to people in a way that would be comfortable. I sketch very spontaneously on a paper on the spot. That paper, I give to my people in the office.
- BR** : Did you do it instinctively?
- HC** : Call it instinct, call it arithmetic, whatever. Now it comes to me like mathematics. Putting design, construction, psychology and sociology together and making a sketch from all that is 'mathematics'.

Here, we almost come to a full circle where Mr. Contractor has derived his own interpretation of Mathematics – taking it from a subject he hated to a subject he now loves dealing with!



Glossary

- stumbled on (v) : got into (architecture) by chance
- architecture (n) : the art and study of designing buildings
- offbeat (adj) : unusual
- calling (n) : work of his choice
- cakewalk (n) : something easy to achieve

- defied (*v*) : broke
instinctively (*adv*) : naturally
ammunition (*n*) : supply of bullets
curriculum (*n*) : the subjects that are included in a course of study
contention (*n*) : angry disagreement between people
spontaneously (*adv*): without planning



Comprehension

Answer the following questions.

1. Why couldn't Hafeez join either the police or the army?
2. What made Hafeez become an architect?
3. Why did Hafeez's teacher think that he could become an architect?
4. Why do you think Hafeez was not interested in studies?
5. Comment on the statement "giftedness and learning disabilities go hand in hand". How do Hafeez's experiences support this statement?
6. What, according to Hafeez, is 'mathematics'? Do you agree with his view of mathematics? Give reasons.



Vocabulary

I. Read the following sentence taken from the text.

'I used to get continuous nightmares about appearing for a maths examination'.

The word 'nightmare' means a frightening dream.

Now, Read the following sentences and find the appropriate meanings of the words underlined.

1. Varun is interested in archeology.
2. I was so much absorbed in the match that I didn't notice the thief come in.
3. The students listened raptly to the lecture.
4. The mysterious story engrossed the readers all the way to the surprise ending.
5. Her painting never fails to fascinate the viewers.

Now, observe the following table and put a tick (✓) in the grid where the element of meaning relates to the particular word according to the sentences given before.

Word	Meaning			
	something that excites to do	completely involved	pay undivided attention	so interested in one thing that you forget yourself
interested				
absorbed				
rapt				
engrossed				
fascinated				

II. Look at the following sentence taken from the text.

“I used to have this terrible nightmare.”

The word ‘terrible’ intensifies the meaning of the word ‘nightmare’ in a negative sense.

Can we say ‘terrible flower’ or ‘terrible success’? We cannot, because flower and success are pleasant things.

A. Write a few words that can go with the word ‘terrible’ and use them in your own sentences. One is done for you.

1. terrible experience: We had a terrible experience when we met with an accident.
2. _____
3. _____
4. _____
5. _____

B. Look at the following words and write the possible word combinations.

1. ugly _____
2. sweet _____
3. difficult _____
4. funny _____
5. horrible _____
6. ordinary _____

C. Use the above combinations in your own sentences and write them in your notebook.

III. Look at the following word taken from the text.

“board”

Does the word 'board' have only one meaning or more than one meaning?

Let us now understand the different meanings of 'board'

a 'board' as a noun can be:

1. a piece of wood
2. a group of decision-making people in an organisation/institution
3. an organisation
4. the stage in a theatre
5. meals provided during the stay in a hotel

Similarly, the same word 'board' can have the following meanings when it acts as a verb.

1. to get on plane/ship, etc.
2. to pay to eat meals and sleep in someone's house
3. to arrange for a pet animal temporarily

A. Read the following paragraph carefully. Write the different meanings of the word 'present' in the space provided.

Last Sunday, I attended Lahari's birthday party. All her family members and friends were present(1) there. In the beginning of the party, Lahari's father presented(2) Ms.Mrunalini Guptha, the world number one Kathak artist at present(3). Ms. Guptha did present(4) a scintillating show. I enjoyed the party a lot. At the end, I gave Lahari a marvellous present(5).

1. _____
2. _____
3. _____
4. _____
5. _____

B. Pick out similar words from the text or elsewhere, that can be used as both a noun and a verb. Look them up in a dictionary and write their different meanings.

1. _____

2. _____
3. _____
4. _____
5. _____



Grammar

I. In the interview, Hafeez Contractor shares his past experiences and habits by saying.

“I used to be so interested in playing. I would receive caning every week”.

Both ‘used to’ and ‘would’ are used to talk about habitual actions of the past.

A. Pick out some more similar expressions from the text having “used to” and “would” and write in your notebook.

B. Tell your friends what you did normally when you were in class VII.

1. _____
2. _____
3. _____
4. _____



Writing

In the interview, you have read about Hafeez Contractor’s school experiences and career development. Now, imagine that Hafeez Contractor is invited as the Chief Guest, as a part of the Children’s day. Prepare a script for compering the programme. Make a mock presentation in the class.

Hafeez Contractor was born in 1950. He did his Graduate Diploma in architecture from Mumbai in 1975 and completed his graduation from Columbia University, New York (USA) on a Tata Scholarship. Hafeez Contractor commenced his career with T. Khareghat as an apprentice architect and in 1977 he became the associate partner in the same firm. Between 1977 and 1980 Hafeez was a visiting faculty at the Academy of Architecture, Mumbai. He is a member of the Bombay Heritage Committee and New Delhi Lutyens Bungalow Zone Review Committee.

Contractor's practice had modest beginnings in 1982 with a staff of two. Today the firm has over 350 employees including senior associates, architects, interior designers, draftsmen, a civil engineering team and architectural support staff. The firm has conceptualised, designed and executed a wide range of architectural projects like bungalows, residential developments, hospitals, hotels, corporate offices, banking and financial institutions, recreational and sports facilities, townships, airports, railway stations, urban planning and civic redevelopment projects.

Follow the features of a compering given below.

- Arrange the programme as required by the context.
- Present the background.
- Highlight the persons and events.
- Give reviews and reflection relevant to the context.
- Use polite and entertaining expressions.
- Follow the conventions of the stage.



Listening

Listen to the compering script prepared by a student on the occasion of the Teachers' Day celebrations and answer the following questions.

1. How did the student begin compering?
2. How did she/he arrange the different events of the programme?
3. What were the highlights of the event?
4. How did he/she conclude the programme?

C Reading

They Literally Build the Nation

Civil engineering is one of the oldest disciplines of engineering. It involves the design, construction and management of infrastructure, highways, railways, airports, harbours, bridges, tunnels, ensuring supply of high quality water, among others, and hence the term is used in a very broad sense. It may not be an exaggeration to state that almost every major project has a contribution from a civil engineer. The role of the civil engineer has been continuously changing. Earlier, engineers would focus their efforts on production of site