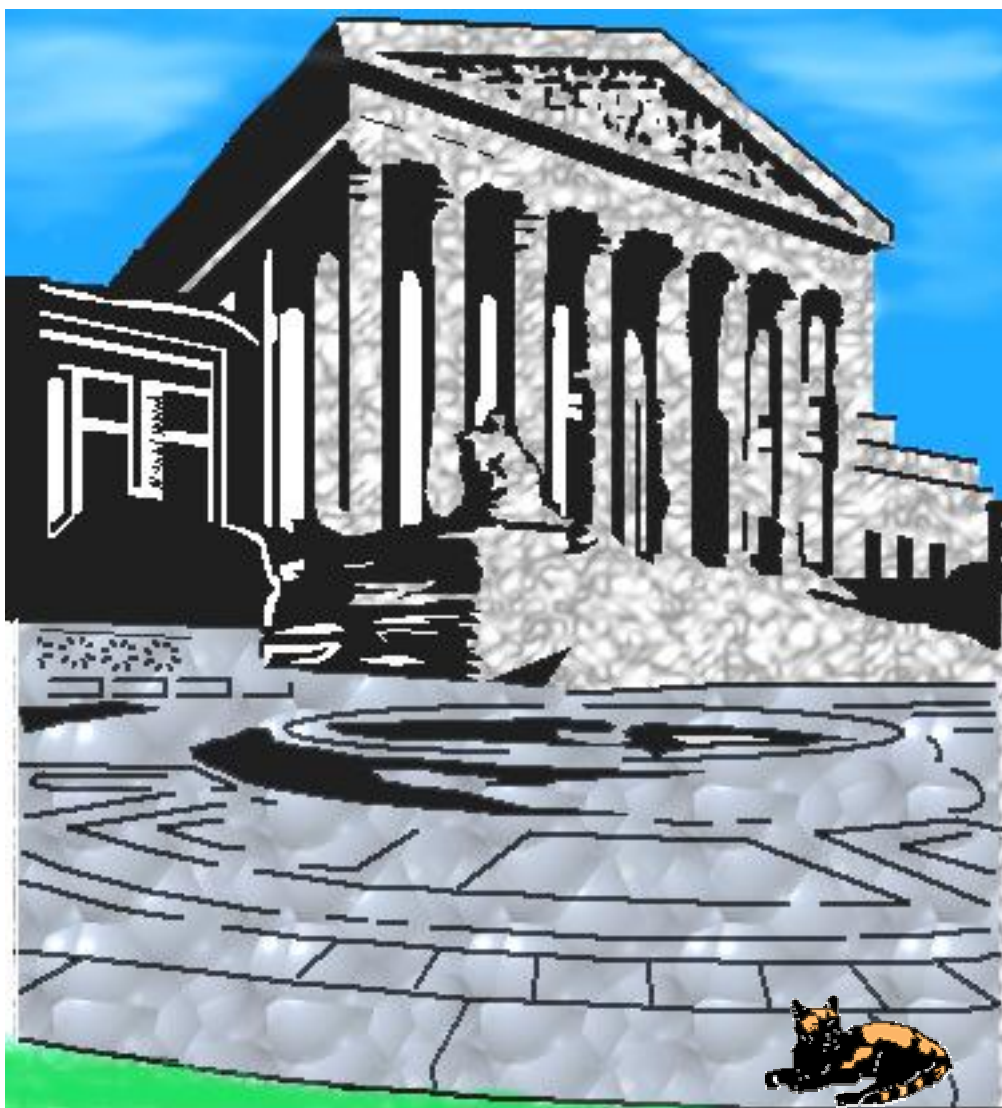


FACES OF HISTORY, OR HISTORY IN FACES

УЧЕБНОЕ ПОСОБИЕ

ДЛЯ СТУДЕНТОВ, ОБУЧАЮЩИХСЯ
ПО ГУМАНИТАРНЫМ СПЕЦИАЛЬНОСТЯМ

(АНГЛИЙСКИЙ ЯЗЫК)



Иваново 2005

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специальностям*

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Учебное пособие состоит из шести разделов, каждый из которых дает представление о духовной жизни разных эпох. Структура уроков предполагает поэтапное овладение лексикой, расширение культуроведческой компетенции и, в конечном счете, формируют умение извлекать из текста максимум необходимой смысловой и лингвистической информации.

При составлении пособия использовались аутентичные тексты. Издание рассчитано на 50-60 аудиторных и самостоятельных занятий. Материалы пособия и их презентация могут быть интересны для студентов и аспирантов гуманитарных вузов, преподавателей средних и высших учебных заведений.

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УВАЖАЕМЫЙ ЧИТАТЕЛЬ!

Мы с Вами живем в XXI веке – веке научных открытий, веке превращения фантастики в реальность, в веке неограниченных возможностей самореализации. За прошедшие XX веков человечество накопило солидный багаж интеллектуальных знаний, нравственного и культурного опыта. Если я правильно цитирую строчки, пришедшие мне на память из моего уже далекого детства, как-то, еще в советские времена, один из наших поэтов, кажется, Феликс Чуев, заметил:

«Чтобы открыть мне бокситы и космос,
Чтобы дожить мне до этого дня,
Васко де Гама, Платон, Маяковский
Столько столетий растили меня!»

И действительно, большая история развивается по своим диалектическим законам. Но каждая эпоха оставляет в памяти потомков не только события, но и имена... Имена тех, кто волею судеб оказался на том или ином историческом витке в том или ином месте, и по воле случая или в силу закономерности заставил ассоциировать ту или иную эпоху со своим именем, своей жизнью и реализацией своего микромира заполняя отдельные страницы бесконечной Книги развития человечества. Есть век Шекспира и Леонардо да Винчи, есть эпоха Горбачева или Юрия Гагарина, есть метод Сократа и история Великобритании времен Уинстона Черчилля... Прикосновение к жизни тех, чьи имена вошли в историю, дает богатый материал для понимания непрерывности законов бытия. «Каждый человек есть Вселенная, которая с ним родилась и с ним умрет. Под каждым надгробным камнем погребена целая всемирная история», - писал еще в XVIII веке Генрих Гейне. Одухотворенная личным опытом, воплощенная в мечтах, деяниях, ошибках и победах наших предшественников, она - история – предстает перед нами, в известной степени, гораздо более объемно

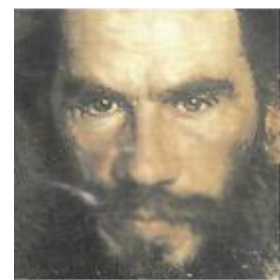
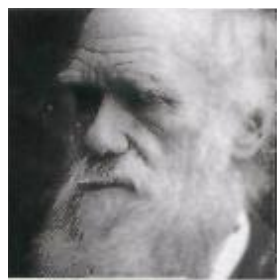
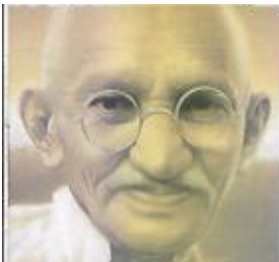
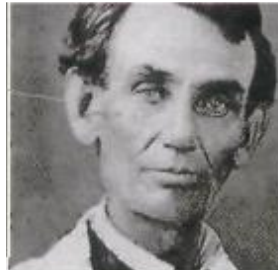
и наглядно по сравнению с летописью истории, запечатленной в учебниках или исторических хрониках. Общее познается через частное, и еще раз проиллюстрировать это положение – задача, которую я перед собой поставила, составляя лежащее перед Вами пособие.

Понимаю, что выбор имен может показаться несколько произвольным, но ведь история еще создается... И если Вы сможете рассказать об отдельных ее этапах на английском языке (а ход истории убедительно доказывает необходимость владения им), если повествования о судьбах, представленные в пособии, заставило Вас задуматься о том, что мы – лишь частичка мировой сокровищницы опыта и можем плодотворно эту сокровищницу не только познать, но и пополнить, я буду считать, что моя цель достигнута.

С уважением С.Г.Шишкина

THINK AND ANSWER:

PEOPLE OF THE MILLENNIUM



1. Match the inventors with their inventions:

1. Alfred Nobel; 2. Alexander Fleming; 3. Lumiere brothers; 4. Charles Babbage; 5. Alexander Graham Bell; 6. John Logie Baird; 7. James Watt; 8. Johannes Gutenberg; 9. Louis Daguerre; 10. Thomas Alva Edison

- a) printing machine; b) telephone; c) dynamite; d) photography; e) moving pictures; f) penicillin; g) electric bulb; h) television; i) steam engine; j) computer.

1. What were these people?

1. Paul Cezanne; 2. Marco Polo; 3. Anna Pavlova; 4. Tamerlan; 5. Voltaire; 6. Guglielmo Marconi; 7. Winston Churchill; 8. Elvis Presley; 9. Richard Wagner; 10. John Milton; 11. Sofia Kovalevskaya; 12. Muhammad Ali; 13. Jack the Ripper; 14. John D. Rockefeller.

-
- a) singer; b) inventor; c) composer; d) thinker; e) conqueror; f) dancer; g) sportsman; h) painter; i) explorer; j) political leader; k) mathematician; l) criminal; m) businessman; n) poet.

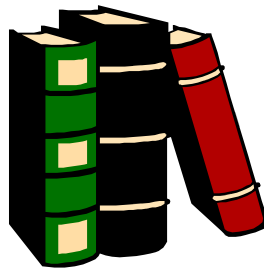
3. Do you know...?

1. Who discovered the law of gravity when an apple fell on his head?
2. Who heard voices which told her to help the French to fight against the English?
3. Who was the first man to fly in space?
4. Who became King of the Mongols at the age of 13 and became one of the greatest conquerors in history?
5. Who painted the famous portrait of a woman with a mysterious smile?
6. Who was born in England, lived in the USA, died in Switzerland and was one of the greatest comic actors of all times?
7. Who discovered radium and later died from the effects of experiments with X-rays?
8. Who was born in Austria and became the music wonder of the world by the age of 10?
9. Who wanted to conquer the whole world and died on the Isle of St Helen?

10. Who was the only American president to be elected for a fourth term of office?
11. Who founded cubism and continued to produce pictures at the age of 90?
12. Who said: “I have a body of a weak and feeble woman, but I have the heart and stomach of a King”?
-

ANSWERS:

1. 1 – c; 2 – f; 3 – e; 4 – j; 5 – b; 6 – d; 7 – i; 8 – a; 9 – d; 10 – g;
2. 1 – h; 2 – i; 3 – f; 4 – e; 5 – d; 6 – b; 7 – j; 8 – a; 9 – c; 10 – n; 11 – k; 12 – g; 13 – l; 14 – m.
3. 1. Isaak Newton; 2. Joan of Arc; 3. Yury Gagarin; 4. Genghis Khan; 5. Leonardo da Vinci; 6. Charlie Chaplin; 7. Marie Curie; 8. Wolfgang Amadeus Mozart; 9. Napoleon Bonaparte; 10. Franklin Delano Roosevelt; 11. Pablo Picasso; 12. Elizabeth 1, Queen of England.



LET'S TURN OVER SOME PAGES OF HISTORY IN FACES...

UNIT I

SOCRATES: THE MAN OF CHARACTER

Socrates, who was born 2500 years ago, can be called the patron saint of all who want to know the truth about life. Besides being one of the clearest thinkers ever born, he was tremendously strong, fearless, a soldier, and most lovable. He was short, squat, bearded, broad and very ugly, with a snub nose, wide nostrils, and thick lips; yet young people flocked around him, and he enjoyed their company.



When he was forty, Socrates was told that the oracle at Delphi said that no one at Athens was wiser than he. Staggered by this, he devoted the rest of life to an attempt to find out what human beings were doing on earth, and why they had been put there. The conclusions he came to were so disturbing to the official beliefs that important folk became very angry, and accused him of misleading the young. Finally, Socrates was publicly tried and sentenced to death. He might get off if he apologized but he refused and at the age of seventy he became one of the many martyrs in the cause of truth and justice.

Of Socrates' early life we know little. Our knowledge of him is drawn from two main sources: his friend and pupil, Plato, who kept detailed records of his conversations and doings; and the historian Xenophon. Each presents a different character. He was born in Athens in 470 or 469 BC. His father was a stone-cutter. They were not really poor. As a child he had religious training. The Athens into which Socrates was born was not the capital city of all Greece, but one of a

number of small separate states. In 431 Athens went to war with a confederation of small states led by Sparta. Socrates had already won fame as a philosopher. Still, his first duty to Athens was as a soldier. In the war against Sparta he showed not only courage but astonishing indifference to hardships. The Athenian general, Laches, said there would have been no defeat if all had been as brave, as Socrates.

At some time in ten years after the start of the war in 431, Socrates married Xanthippe. This unfortunate woman's name has gone down in history as the proverbial type of shrew and nagging wife. There is no contemporary evidence for this.

Athens lost the war, and the Spartan conqueror Lysander appointed thirty men to govern the city. Their misrule earned them their title of the Thirty Tyrants: and two of them were former friends of Socrates. Thus those who disliked him now had something solid to go on.

As a matter of fact the Thirty didn't like Socrates any better. They ordered him and four other men to arrest and accuse an innocent man. Socrates refused, and would probably have lost his life if the city had not risen against the Thirty and driven them out. As soon as the city had settled down, Socrates was put on trial for "corrupting the young" (that is misleading them and teaching them to doubt the traditional beliefs of their elders with the sort of results), "disbelieving in the official gods, and teaching the existence of strange new gods"

Before we come to his trial and defense, let us see, very briefly, the sort of thing Socrates had been doing to arouse such enmity. The possessor of a clear, logical mind, he applied it to matters of every kind, religious and practical. His methods was to seek out the persons who were thought to be authorities on whatever subject he was interested in, and ask them a series of questions.

Socrates' discussions were by no means always destructive. Most of them reach solid and positive conclusions. But we can see how this steady and bland questioning must have irritated people, the more so when young disciples imitated it and cross-examined their elders.

The court which tried Socrates was not like a modern court of law. The jury numbered 500, and the verdict depended on the majority. The accusation, prepared by a man, called Anytus, nominally claimed the death penalty, but its real purpose was to frighten Socrates and drive him into voluntary exile.

Socrates' defense is one of the great documents in the history of the human mind. It goes far beyond the ethics of a pagan civilization, and, in its reference to a single god, anticipates some of the teaching of Christianity.

He then proceeded to cross-question his accuser, soon had him tied up in knots, and demolished every point of the charge. Turning to the general quarrel between himself and the people, he asserted that, far from doing them harm by obeying the inner voice of his conscience, his *daemon*, he had conferred great benefit on them. He had a stronger religious faith than any of his accusers. "I leave this verdict to you and to God."

Incensed by what seemed to them sheer effrontery, the court condemned him to death.

The nobility of Socrates' final speech has been an inspiration to free men ever since he made it. Death had no terror: it did not run so fast as wickedness. If it were but a dreamless sleep, what sleep was happier? If, as we were told, it joined us to the great men of earlier times, how good to meet and question them.

"Sirs, you ought to be of good cheer with regard to death, and to consider that this one thing is certainly true. Nothing evil befalls a good man, nor are his affairs neglected by the gods. That which has

now befallen me has not come by chance, but I can see clearly now that is better for me to die and to be set free from material things. This is why my accustomed sign (his daemon) nowhere forbade me.... And now the time has come to depart, I to die, you to live; but which of us goes to a better thing is unknown to all save God.”

His last day he spent in telling his friends about the immortality of a soul. The officer who announced the hour of death thanked Socrates for all his courtesy and submission, and burst into tears on saying farewell. A man brought in the cup of hemlock, which was the painless method of execution. Socrates drank it, walked about for a little until his legs were heavy, than lay down, and, reminding his friend Crito that they owed a sacrifice to the god of medicine, covered his face with the cloak and died.

FOR YOU TO BE DONE

Exercise I. *Answer the following questions to see if you understand the text.*

1. What are the sources of our knowledge about Socrates' life?
2. When and where was Socrates born?
3. What was his first duty to Athens?
4. What did Socrates refuse to do according to the order of the Thirty?
5. What was he accused of?
6. What was his method of seeking the truth?
7. What did the verdict depend on in the court?
8. What was the real purpose of the jury?
9. What method of execution did they choose for Socrates?

Exercise II. *Find Russian equivalents to the following:*

Patron saint; scapegoat; martyrs; teaching of Christianity; pagan civilization; astonishing indifference to the hardships; conqueror; former friends; solid and positive conclusions.

Exercise III. Find English equivalents to the following:

Святой отец; бесстрашный; мыслитель; вокруг него толпилась молодежь; признанный глашатай религиозной правды; дело правды и справедливости; заслужить славу; проиграть войну; завоеватель; тридцать тиранов; бывшие друзья; враждебность.

Exercise IV. Translate carefully paying special attention to Grammar. Explain grammar rules:

1. Of Socrates' early life we know little.
2. Important folk accused him of misleading the young.
3. He might get off if he apologized.
4. If Socrates had been as Xenophon makes out, it is safe to say that he would have died in his bed.
5. Socrates refused and would probably have lost his life if the city had not risen against the Thirty.
6. This steady questioning must have irritated people.

Exercise V. What did it mean: "corrupting the young?"

Exercise VI. Prove using the information from the text:

1. "Besides being one of the clearest thinkers ever born, he was tremendously strong, fearless..."
2. "... he became one of the many martyrs in the cause of truth and justice."

Exercise VII. Make the description complete using information from the text and your imagination.

"He was short, squat, bearded, broad and very ugly, with a snub nose, wide nostrils, and thick lips; yet young people flocked around him".

Exercise VIII. What do you know about Socrates now? Make up your own story.

TEXT 2.

Read the text and replace the words in bold type with their synonyms given below:

Resignation; disaster; proscriptions; alleviated; adequate; respected; homage; hazy; avenge; disappointed; cancellation; disrupted; pardoned; adherents; grievances; deification; struck him down; foes; tax burden; honourable; subservient; accursed; tolerate.

THE DICTATORSHIP AND ASSASSINATION OF CAESAR

In Rome the administrative machine had inevitably been **undermined** and Caesar had always remained in control, as consul or as dictator. Those who had feared **persecutions**, or hoped for them, were proved to be wrong. Some of Caesar's enemies had their property confiscated, but it was sold at fair value, most were **forgiven** and suffered no loss. One of these was Cicero, who, after **long deliberation**, had followed his conscience by joining Pompey before Pharsalus. Poverty and indebtedness were **lightened**, but there was no wholesale **annulment** of debts or redistribution of property, and many of Caesar's **supporters** were **disillusioned**. Nor was there a general reform of the republic. (Caesar's only major reform was of calendar: indeed, the Julian calendar proved **sufficient** for centuries.) The number of senators and magistrates was increased, the citizenship was more freely given, and the province of Asia was relieved of some of its **duties**. But Caesar had no plan for reforming the system. For a time, **respected** men, such as Cicero, hoped that the "Dictator for Settling the Constitution" (as Caesar called himself) would produce a real constitution – some return to free institutions. By late 45 that hope was dead. Caesar was everywhere, doing everything to an almost superhuman degree. He had no solution for the crisis of the republic except to embody it in himself and none at all for the hatred of his

peers, which he knew this was causing. He began to accept more and more **honours** that a **servile** Senate invidiously offered, until finally a position perilously close to kingship (a **danned** term in Rome) and even **worshipping**. Whether he passed those vague boundary lines is much debated and not very important. He had put himself into a position in which no Roman ought to have been and which no Roman aristocrat could **endure**. As a loyal friend of his was later to say: “With all his genius he saw no way out”. To escape the problem or postpone it, he prepared for a Parthian war **to revenge** Crassus – a project most likely to have ended in similar **great misfortune**. Before he could start on it, about 60 men – former friends and old **enemies**, honorable patriots and men with **complaints** – **slew him** in the Senate on March 15, 44 BC.

Q RENDER FROM RUSSIAN INTO ENGLISH:

Имя Конфуций (551 – 479 до н. э.) – латинизированная форма китайского имени Кун-цзы, т.е. учитель Кун. Вопреки распространенному мнению его нельзя назвать основателем религии в строгом смысле этого слова (*in the strict sense of the word*). Не был он и умозрительным (*speculative*) философом подобно Пармениду или Платону. Теория познания и загадки бытия (*mystery of existence*) оставались вне поля зрения Конфуция. Тем не менее, этот человек наложил неизгладимую печать на всю культуру и дух своей страны. И не только своей.

Конфуций поступил на государственную службу, когда ему было 20 лет. Под влиянием того, что он видел на службе, и того, что он нашел в старых книгах, у него сложилось убеждение (*to come to the conclusion*), что народ давно сбился с дороги и что только возврат к древнему укладу жизни (*way of life*) может спасти его.

На первый взгляд может показаться странным такая приверженность к традиции (*traditionalism*). Но в мировоззрении Конфуция она имела глубокий смысл, ибо была залогом порядка. Конфуций верил, что просвещение само сделает свое дело. В своем учении о государстве Конфуций на первое место ставит так называемое «исправление имен». Каждый человек должен вести себя в соответствии с занимаемым положением.

Если люди станут подражать (*to imitate*) древним во всем: и в одежде, и в обычаях, и в нравственности, то цель будет достигнута. Правда, подражание древним не должно превращаться в слепое копирование (*to make copy*). Но главная суть остается неизменной: каждый должен знать свои обязанности и работать над собой, чтобы быть достойным (*the respected*) членом общества. Большое значение Конфуций придавал музыке. Он видел в ней завершение (*accomplishment*) социальной системы. Музыка должна была, по его замыслу, служить духовной пищей народу, воспитывать его и облагораживать (*to refine*) его нравы (*morals and manners*).

В понимании долга правителя особенно ярко проявляется сходство Конфуция с Платоном. Также как и Платон, который считал, что у власти должны стоять «достоинейшие», Конфуций постоянно указывал на необходимость нравственного авторитета правительства. Конфуций видел в работе чиновника нечто священное (*sacred*). Благодаря такому воззрению (*understanding*) на призвание (*mission*) властителей, Конфуций приблизился к идеям политического либерализма, которого не знали государства, где царил абсолютизм. Это сближает его с античными демократами и библейскими пророками.

Compiled from «У врат молчания» by А.Мень.

СИЛА СЛОВА:

Столетия назад международным языком была латынь. Затем ее сменил французский. Теперь английский. Проверьте себя, насколько хорошо вы знаете слова, которые часто употребляются в разговоре и переписке. Выберите ответы, которые считаете правильными.

1. **tentative** – А: grasping (скупой); Б: not definite (неопределенный); В: intense (напряженный); Г: leisurely (медленный).
2. **allege** – А: consider carefully (изучать); Б: criticize (критиковать); В: speak loudly (громко говорить); Г: claim to be true (утверждать истинность).
3. **persuade** – А: take officially (официально принимать); Б: demand (требовать); В: calm gently (утешать); Г: cause to believe (убеждать).
4. **purify** – А: make clean (очищать); Б: have a humming sound (издавать жужжание); В: smooth over (сглаживать); Г: soften (смягчать).
5. **bias** – А: fairness (справедливость); Б: doubleness (двуличие); В: strong preference (пристрастие); Г: puzzling situation (загадочная ситуация).
6. **media** – method of (способ) А: selling (продажи); Б: getting agreement (достижения сообщения); В: averaging out numbers (выведения среднего числа); Г: communicating (осуществления связи).
7. **feasible** – А: useful (полезный); Б: desirable (желанный); В: possible (возможный); Г: available (достижимый).
8. **reimburse** – А: flee (спасаться бегством); Б: strengthen (усиливать); В: add to (добавлять); Г: repay (возвращать).

9. **cartel** – А: credit (кредит); Б: two-wheeled wagon (двуколка); В: small shop (магазинчик); Г: control of an activity (контроль за деятельностью).

10. **gimmick** – А: joke (шутка); Б: scheme (трюк); В: variation (отклонение); Г: rude reply (грубый ответ).

ОТВЕТЫ:

1. **tentative** – Б: неопределенный, нерешительный, пробный. Лат. tentare (пытаться)

2. **allege** - Г: утверждать истинность чего-то, даже без достаточного основания. Лат. allegare (просить; настаивать).

3. **persuade** – Г: убеждать, уговаривать. Лат. persuadere

4. **purify** – А: очищать. Лат. purificare

5. **bias** – В: сильное пристрастие или предубеждение. Фр. biais (уклон, скат).

6. **media** – Г: способ осуществления связи посредством сообщения информации или новостей. Мн. число от лат. medium (средняя часть, центр).

7. **feasible** – В: возможный; осуществимый. Лат. facere (делать).

8. **reimburse** – Г: возвращать; возмещать. Фр. rembourser

9. **cartel** - Г: объединение предприятий в целях контроля за выпуском продукции и устранения конкуренции и, таким образом, повышения прибыли. Ит. cartello (письменный вызов).

10. **gimmick** – Б: трюк, уловка, чтобы привлечь внимание, заставить говорить о себе. Также хитроумное приспособление, механизм. Первоначально средство для контроля над честным ведением азартной игры. Происхождение неизвестно.

\$ TRANSLATE:

1. Maria made a tentative suggestion.
2. Ann tried to persuade Joe to go to the party
3. The judge appeared to have no bias during the trial.
4. Some people believe it's feasible to establish a colony on the moon.
5. The newspaper alleged the mayor married the film star this week.
6. After the flood the city urged people to purify their water
7. The media gave a wide coverage to the Summit Meeting.
8. The company reimbursed him the money he spent on his business trip.

UNIT II

LEONARDO DA VINCI (1452 - 1519)

The history of western civilization records no man as gifted as Leonardo da Vinci. He was outstanding as painter, sculptor, musician, architect, engineer, scientist and philosopher.

Before Leonardo, there had been two parallel trends in Italian painting: the monumental scientific side represented by Masaccio and the more decorative, linear and poetic side, expressed by Botticelli. Leonardo achieved a combination of these two trends. His impressive idealized forms are worked out with every consideration for scientific knowledge, and yet seem surrounded by an aura of poetic sentiment.

The earliest work from Leonardo's hand which we know today is the angel in profile at the left in Andrea del Verrocchio's "The Baptism of Christ", painted probably in the early 1470's when Leonardo was still in Verrocchio's workshop.

The most characteristic device of almost all High Renaissance artists is to fit the figures into a specific geometrical pattern: a pyramid in the conception of the Madonna, a circle in Botticelli's pictures, a parallelogram or a circle in Raphael's. This gives a systematic and ordered quality to the works of the High Renaissance.

In Milan Leonardo worked on many important projects including "The Madonna of the Rocks" and "The Last Supper". The latter (perhaps the best known painting in the world) offers one of the finest instances of a rigid geometric enclosure. Everything turns inward toward the head of Christ, even the expressive gestures of his own hands. In spite of the great excitement within the work, complete formal control is maintained. We can appreciate the artist's way of presenting the human drama where Christ discloses to his followers

quietly that soon one of their numbers is to betray him and their cause. It is the reaction of followers, the study of people and their attitude to a shocking announcement that the great artist is concerned with.

! FOR YOU TO BE DONE:

Exercise I. Find in the dictionary as many attributes to these words as possible:

Painter, sculptor, architect, painting, artist, pattern, quality.

Exercise II. Find in the text English equivalents:

монументальная композиция, строгое геометрическое обрамление, учитывать научные достижения, характерная черта, экспрессивный (выразительный) жест, изображать человеческую драму.

Exercise III. Answer the questions:

1. Why is it said in the text that the history of Western civilization records no man as gifted as Leonardo da Vinci?
2. Who was Andrea del Verrocchio? What part did he play in Leonardo's education?
3. What trends of early Renaissance Italian painting did Leonardo use in his works?
4. What was Leonardo's earliest work?
5. What qualities of "The Madonna of the Rocks" make Leonardo a typical artist of the High Renaissance?
6. What is the subject matter of "The last Supper"? Speak on its composition and treatment.

Exercise IV. Summarize the information from the text and retell it.

Exercise V. Read the texts and translate them without the dictionary.

- a) "The Madonna of the Rocks" is one of the most representative works of the Italian High Renaissance, in concept and in execution. And yet everything in it is new. The Madonna, the angel and the

children are shown against the background of a mysterious landscape. The illumination and the children are surrounded by a special aura of beauty. Leonardo employed a pyramidal structure, which became the classic composition in High Renaissance.

b) Leonardo's drawing "The Adoration of the Magi", one of the few that have come down to us, reveals to us one of the first versions of his arrangement of the figures in the picture. In order to give the impression of movement, Leonardo places the figures in the foreground along a strict geometrical diagonal.

LEONARDO DA VINCI (1452 - 1519)

Part II

Leonardo's main contribution to art was the way he rendered the real world around him. He saw light and shade in perspective. Unlike other Renaissance painters Leonardo created a problem to which he gives an answer. There is a deep complex life to his figures.

"Mona Lisa" is one of the greatest Leonardo's works because of its plasticity, the delicate rendering of light and shade, and the poetic use of his so-called "sfumato".

The only authentic self portrait of Leonardo done in red chalk in his last years is executed in a firm, clear style.

! FOR YOU TO BE DONE

Exercise I. *Find Participles in the sentences. Define their forms and functions. Translate.*

1. We asked him about the picture being painted for the exhibition.
2. The clear sense of shape in drawing makes us think of the style developed in his mature years.
3. Titian is represented in the Hermitage by eight works belonging to different periods of his long life.

4. His father wishing him to study letters, Michelangelo was placed in the grammar school.
5. Having no interest in school, the boy preferred to go into churches, to copy paintings, rather than to learn grammar at school.
6. Having run away from school, the boy went to the places where young and old artists were painting.
7. Being anxious to study art, Michelangelo entered the studio of Ghirlandajo in 1488.
8. Having left Ghirlandajo's studio, Michelangelo continued his studies in the Medici Garden.
9. Having been taught the art of design, he began to work in colours.

Exercise II. *Analyze the sentences with Absolute Participial Constructions. Translate them.*

1. Rubens employed a staff of assistants, the most valuable being Van Dyck.
2. Hogarth having turned to subjects that the common people could appreciate and understand, his real success came to him.
3. His paintings being engraved and printed in large numbers, everyone in London was talking about William Hogarth.
4. Almost all the great masters of Italian Renaissance – only one Michelangelo being a notable exception - focused their interest on portrait painting.

Exercise III. *Define Objective and Subjective Participial Constructions. Translate.*

1. Here we see Rubens employing the motifs and formulas generally employed for such sacred subjects.
2. The picture shows Rubens reverting to a preoccupation which he shared with the great Venetians - the contrast between nude flesh and the hardness and metallic sheen of armour.
3. The Spanish dancer is seen in the foreground dancing to a wild Iberian rhythm.

4. On the sofa a dusky-skinned black-haired woman is seen half-reclining.
5. In Wales on special occasions people may be seen wearing the native Welsh costume.

Exercise IV. *Define the forms and functions of the Infinitive and its constructions. Translate.*

1. Degas was supposed to follow his father's career.
2. He wanted his students' works to be shown at the exhibition.
3. To get a proper understanding of Golubkina's work one must bear in mind her closeness to the socialist ideas.
4. We know him to be experimenting in the laboratory now.
5. To come from one picture to another is to read pages of a book about the history of Russian art.
6. Rubens is known to have admired the works by Monet.

Exercise V. *Use the verbs in the brackets in the Passive Voice.*

1. Architecture in the Middle Ages ... on creating a House of God (to concentrate).
2. Circular churches ... from Christian antiquity (to adopt).
3. Many public utilities ... by Roman engineers by the end of the fourth century (to construct).
4. In the fields of sculpture and painting the Romans ... by Hellenic art (to influence).
5. Great emotions ... in sculpture (to express).
6. The figures in motion ... in Greek art (to show).
7. A surprising feeling of realism can ... in Egyptian art (to see).
8. The beginning of art can ... back to the prehistoric times (to trace).
9. Worship of supernatural forces ... animism (to name).

Exercise VI. *Translate and retell the texts.*

- a) In the "Sicstine Madonna" by Raphael, extreme clarity of composition is combined with depth of concept. The calm, solid silhouette of the Madonna stands out clearly against a brilliant sky that is bathed in light. Her step as she moves is light and her dress' draperies fluttering in the wind make her figure even more substantial.
- b) I was attracted by a painting in oil done in warm, dark tones and reminiscent of Titian not only for its colour, but for its play of light and shade.

Exercise VII. *Пользуясь изученной лексикой, расскажите об одном из художников эпохи Возрождения.*

TEXT 2.

WILLIAM SHAKESPEARE.

THE GLORY OF ENGLISH LITERATURE

William Shakespeare was born in 1564 at Stratford-on-Avon, a town very close to the geographical centre of England. For six years Queen Elizabeth had been on the throne, and the great age of optimism and development – geographical and colonial, artistic and literary – with which we associate her reign, had just begun. But neither Sir Walter Raleigh, the admiral, nor Thomas Hanmer, the parson, nor Shakespeare, the writer, seem to have impressed the men of the time as being specially outstanding and remarkable. Only later it appeared that they were the glory of the English nation. That's why we don't know much about Shakespeare.

Like so many of his famous contemporaries, Shakespeare's family background is modest. His father was a butcher, a solid citizen who took part in the municipal affairs, his mother, Mary Arden, the daughter of a prosperous yeoman farmer.

Shakespeare was educated at the free grammar school in Stratford, where he would have learnt a certain amount of Latin, mathematics and scripture. There is no evidence that he was a particularly bright pupil. He left school. His best teacher was life itself. In “The Merry Wives of Windsor” he gives us a cheerful little sketch of the contemporary method of teaching Latin. And it is rather funny.

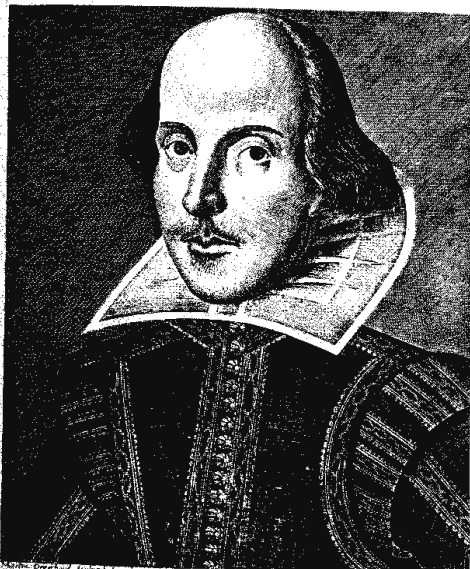
At the age of eighteen, after leaving school, he married Anne Hathaway, the daughter of a local farmer. He took an interest in his father's trade, but his father's money troubles became serious, and in 1585 he left Stratford to seek his fortune in London. What is certain is that round about 1590 he became a member of the Lord Chamberlain's company of actors in London.

The theatres of the time were a flourishing and growing concern. A mixed audience attended them, shopkeepers, apprentices, “young men about town”, and the poorest and most ignorant class, grooms, porters and servants, who paid a penny to stand in the pit, and were known as “the groundlings”. It seems he began as an actor but soon his name appeared as the name of the author. Perhaps the most extraordinary aspect of Shakespeare's genius is his ability to work with the tools available, instead of attempting to impose on the audience his own kind of play, or any new and original form of art. Instead he was prepared to revise or put fresh scenes into plays written by others – rather as a script writer might do for the films today. He often used popular and familiar plots. That is to say he did not take literature seriously: he had no abstract sense of the greatness of his creative activity. One proof of this is his total indifference to the fate of his own work - he made no effort to secure the publication of his plays, or even of his sonnets.

With a fair amount of certainty we can date Shakespeare's first dramatic efforts to 1591, the year after his arrival in London. His first play was probably “Love's Labour's Lost”, a lighthearted comedy keen and

MR. WILLIAM
SHAKESPEARES
 COMEDIES,
 HISTORIES, &
 TRAGEDIES.

Published according to the True Originall Copies.



LONDON

Printed by Isaac Iaggard, and Ed. Blount. 1623.



To the great Variety of Readers.



From the most able, to him that can but spell: There you are number'd. We had rather you were weigh'd. Especially, when the fate of all Bookees depends vpon your capacities: and not of your heads alone, but of your purfes. Well! It is now publique, & you wil stand for your priuiledges wee know: to read, and cenfure. Do fo, but buy it firft. That doth beft commend a Booke, the Stationer faies. Then, how odde foever your braines be, or your wifedomes, make your licence the fame, and spare not. Iudge your fixe-pen'orth, your fhillings worth, your five fhillings worth at a time, or higher, fo you rife to the iuft rates, and welcome. But, what euer you do, Buy. Cenfure will not driue a Trade, or make the lacke go. And though you be a Magiftrate of wit, and fit on the Stage at *Black-Friers*, or the *Cock-pit*, to arraigne Playes: daifie, know, thefe Playes haue had their triall already, and stood out all Appesles; and do now come forth quitted rather by a Decree of Court, then any purchas'd Letters of commendation.

It had bene a thing, we confesse, worthis to haue bene willed, that the Author himfelfe had liu'd to haue fer forth, and ouerfeen his owne writings; But fince it hath bin ordain'd otherwise, and he by death departed from that right, we pray you do not enuie his Friends, the office of their care, and paine, to haue collected & publiſh'd them, and fo to haue publiſh'd them, as where (before) you were abus'd with diuerſe ſtole, and ſurreptitious copies, maimed, and deformed by the frauds and ſteales of inuious impoſtors, that expoſ'd them: euen thoſe, are now offer'd to your view cur'd, and perfect of their limbes; and all the reſt, abſolute in their numbers, as he conceiu'd the. Who, as he was a happie imitator of Nature, was a moſt gentle expreſſer of it. His mind and hand went together: And what he thought, he vttered with that eaſineſſe, that wee haue ſcarce receiued from him a blot in his papers. But it is not our province, who onely gather his works, and giue them you, to praife him. It is yours that reade him. And there we hope, to your diuers capacities, you will finde enough, both to draw, and hold you: for his wit can no more lie hid, then it could be loſt. Reade him, therefore; and againe, and againe: And if then you doe not like him, ſurely you are in ſome manifeſt danger, not to vnderſtand him. And ſo we leaue you to other of his Friends, whom if you need, can bee your guides: if you neede them not, you can leade your ſelues, and others. And ſuch Readers we wiliſh him.

¶ 3

Wm. Heminge.
 Printer to the Court.

The pages of "First Folio"

witty. It was followed, probably in the same year, by "Two Gentlemen of Verona", and "The Comedy of Errors", and soon after came "Romeo and Juliet", Shakespeare's first tragedy, and the first of the plays to show his true poetic quality. On March 3, 1592, a new piece called "Henry VI" was acted in London, and won a great popular triumph. The popularity of "Henry VI" was largely due to the fact that the Elizabethans were much more interested in history than we are. They regarded it as something that was still going on. They loved to find parallels in the past.

"The Taming of the Shrew", "Midsummer Night's Dream", and the "Merchant of Venice" may be assigned to the year 1596 and 97. We know that in 1594 Shakespeare was first asked with the most famous actors of the day to play before the Queen, and from then until the end of the reign his plays were regularly acted at the court of Whitehall or the palace at Greenwich. With the accession of James I in 1603, who took

greater interest in the theatre than Elisabeth had done, the fortunes of the company improved again. To these years belong the greatest of tragedies: “Othello”, “King Lear”, “Macbeth” and “Antony and Cleopatra”, all of which were written before 1608. To the same years belong the so-called “dark comedies”, “Measure for Measure” and “All's Well that Ends Well” – “dark”, because although they end happily much of the material of tragic evil is mixed in with their plots and characters.

It used to be the fashion to suppose that Shakespeare at this time must have been going through a period of disillusion and depression perhaps even culminating in nervous breakdown, but there is no evidence for this point of view, and it seems to contradict with what we know from contemporary sources of his sane, gentle, and balanced temperament. What is certain is that at this time he was making his fortune, buying house property, speculating in wheat and similar commodities, and acting.

“The Winter's Tale” was acted before the King at Whitehall on November 5, 1612, and in the summer of the same year “The Tempest” probably Shakespeare's last play, was performed. It was a fitting conclusion to his active career as playwright and actor manager. He spent the rest of his days at Stratford, dying on April 23, 1616, at the age of fifty-two. He was buried in Stratford church, where his tomb and monument can be seen.

! FOR YOU TO BE DONE

Exercise I. Find Russian equivalents to the following

To seek fortune; to make fortune; audience; the pit; to revise plays; scriptwriter; plot; comedy; tragedy; plays; characters.

Exercise II. Give the same idea using sentences and information from the text.

1. Shakespeare didn't come from a famous family.
2. He studied at Grammar school.
3. In 1585 he left for London because his family had financial problems.
4. The theatres at that time were very popular and profitable.
5. He was not very careful about his literary fame.
6. "Romeo and Juliet" was the first play, which demonstrated his real talent.
7. Shakespeare's contemporaries were very fond of history because they tried to find the roots of everything in the past. That's why his tragedies and historical chronicles were very popular.
8. "Dark comedies" by Shakespeare are the plays with a happy ending but with great collisions of different characters in different situations.
9. The last play written by Shakespeare was staged in 1612.
10. He retired in 1612.

Exercise III. Check yourself if you know Shakespeare's life and works well. Try to find the correct answer.

1. In what year was Shakespeare born?
A. 1564
B. 1616
C. 1558
D. 1592
2. In what town or city was Shakespeare born?
A. London
B. Stratford-upon-Avon
C. Snitterfield
D. Oxford
3. The names of Shakespeare's father and mother were:
A. Abraham and Sara
B. William and Anne
C. John and Mary

4. Shakespeare attended the Stratford Grammar School, also known as the King's New School:

- A. *From 1569 to 1579*
- B. *He did not attend school.*
- C. *There are no records of his school attendance, but it is likely he attended that school.*

5. Who was Shakespeare's wife?

- A. *Judith Sadler*
- B. *Susanna Hall*
- C. *Anne Hathaway*
- D. *Mary Queen of Scots*

6. How many children was Shakespeare the father of?

- A. *3*
- B. *2*
- C. *10*
- D. *1*

7. Shakespeare left his home town of Stratford because:

- A. *He was caught poaching on the lands of Sir Thomas Lucy and fled to avoid prosecution.*
- B. *He was apprenticed to his father who was a butcher. He hated the work and ran away to London.*
- C. *He took a job as a school teacher in the country, and left it to pursue this career.*
- D. *It is not known for sure how or why he left.*

8. What Elizabethan writer called Shakespeare an "upstart crow"?

- A. *John Lyly*
- B. *Christopher Marlowe*
- C. *Ben Jonson*
- D. *Robert Greene*

9. The London theatres were closed on account of a virulent outbreak of the disease in 1593 and part of 1594. What disease was that one?

- A. *Tuberculosis*
- B. *The Plague of Frogs*
- C. *Bubonic Plague*
- D. *The pox*

10. To whom did Shakespeare dedicate his long narrative poems *Venus and Adonis* and *The Rape of Lucrece*?

- A. *Queen Elizabeth*
- B. *Sir Walter Raleigh*
- C. *William Herbert, Earl of Pembroke*
- D. *Henry Wriothesley, Earl of Southampton*

11. In 1598 Francis Meres published a commonplace book (diary) called "Palladis Tamia". In it he listed several of Shakespeare's plays:

Two Gentlemen of Verona; The Comedy of Errors; Love's Labour's Lost; Love's Labour's Won; A Midsummer Night's Dream; The Merchant of Venice; Richard II; Richard III; Henry IV; King John; Titus Andronicus; Romeo and Juliet

So we know that these were written by 1598. Which play known to exist by that time is NOT in Meres' list?

A. *The Jew of Malta*

C. *The Tempest*

B. *The Taming of the Shrew*

D. *The Two Noble Kinsmen*

12. Is it possible to say in exactly what order Shakespeare's plays were written?

A. *Yes*

B. *No*

13. What acting company did Shakespeare become one of the founders of in 1594?

A. *The Lord Chamberlain's Men*

B. *The King's Men*

C. *The Royal Shakespeare Company*

14. In what year was the Globe Theater built?

A. *1594*

C. *1608*

B. *1599*

D. *1613*

15. Some time after 1599-1600 Shakespeare turned from writing predominantly romantic comedies and history plays to tragedies. Which five plays are known as his "great tragedies"?

A. *Hamlet, Othello, Macbeth, King Lear, Antony and Cleopatra*

B. *The Merchant of Venice, Henry IV Part 1, Henry IV Part 2, Henry V, Twelfth Night*

C. *King John, Henry VI Part 1, Richard II, Richard III, Henry VIII*

D. *Measure for Measure, Troilus and Cressida, Coriolanus, Timon of Athens, Cymbeline*

16. In 1603 Shakespeare's acting company, The Lord Chamberlain's Men, became the King's Men. Which king was their patron?

A. George III

B. Edward III

C. James I

D. Henry VIII

17. Beginning around 1608 Shakespeare wrote 4 plays, "Pericles Prince of Tyre", "Cymbeline", "The Winter's Tale", and "The Tempest", often categorized as:

A. Masques

C. Melodramas

B. Romances

D. Dark Tragedies

18. Who did Shakespeare collaborate with on writing a play "The Two Noble Kinsmen"?

A. Thomas Middleton

C. Christopher Marlowe

B. Francis Beaumont

D. John Fletcher

E. Ben Jonson

19. In what year did Shakespeare die?

A. 1599

C. 1623

B. 1616

D. 1642

20. In what year was the first collected edition of Shakespeare's plays, called the "First Folio", published?

A. 1599

C. 1623

B. 1616

D. 1685

21. You are truly fond of Shakespeare if you know this one: which fellow actor(s) did Shakespeare remember in his will?

A. Richard Burbage, John Heminges and Henry Condell

B. Will Kempe

C. Robert Armin

D. Thomas Pope, Will Sly and William Beeston

22. Is it reasonable to think that someone other than William Shakespeare (1564-1616) of Stratford-upon-Avon wrote the works attributed to him?

A. Yes

B. No

ANSWERS:

- 1. A.** Christopher Marlowe, another important Elizabethan dramatist was born in 1564. Marlowe lived until 1593. Shakespeare died in 1616.
- 2. B.** Stratford was not large but an important market center in Warwickshire, about 100 miles northwest of London.
- 3. C.** John Shakespeare married Mary Arden around the year 1557. John died in 1601 and Mary died in 1608. John was an important citizen in Stratford during Shakespeare's youth, holding many civic offices.
- 4. C.** A typical grammar school day in Shakespeare's time started at 7 a.m. in winter, 6 a.m. in summer; the students worked until 11, took a 2-hour lunch, resumed at 1 p.m. and worked until 5. Forty days vacation per year was allowed. Latin grammar and translation were the main subjects of study.
- 5. C.** A marriage licence bond was issued for William Shakespeare and Anne Hathaway on November 28, 1582. In Shakespeare's day a marriage certificate did not exist, and all that was necessary to conclude a marriage was the asking of the banns on three successive Sundays in church and then a ceremony before the family and friends. The banns were asked only once for Shakespeare and Anne Hathaway because she was pregnant at the time the bond was issued.
- 6. A.** Susanna, born in 1583, and the twins Judith and Hamnet, born in 1585. Shakespeare's only son Hamnet (named after one of Shakespeare's neighbours, Hamnet Sadler) died at the age of 11 in 1596.
- 7. D.** There are many stories and guesses, but there is nothing to prove any of the theories.

- 8. D.** Greene (1558-1592) was a minor Elizabethan dramatist (“Friar Bacon and Friar Bungay”) and novelist (“Pandosto”). His famous criticism of Shakespeare as an “upstart crow” proves that Shakespeare had become well established in the London theatre world by the year 1592.
- 9. C.** In Elizabethan times any infectious disease which was widespread and caused many deaths was called a plague, but the plague responsible for closing the theatres and causing thousands of deaths over these years was bubonic plague, caused by a bacillus spread by the rat flea. During the 14th century it was called the Black Death, and was responsible for the death of one quarter to one third of the population of Europe.
- 10.D.** Many people identify him as the youth addressed so affectionately in Shakespeare’s Sonnets. The dedication of “Venus and Adonis” is rather formal, but the one to “The Rape of Lucrece” is much warmer, attesting a growing friendship between patron and poet. Rowe (Shakespeare’s first formal biographer, 1709) reported that Southampton gave Shakespeare a reward of 1000 pounds for his poetic efforts. This sum seems too enormous by 16th century standards, but some of Shakespeare’s important biographers have thought that he received such a gift.
- 11.B.** “Love’s Labour’s Won” may be another name for the “Shrew”, or it may refer to “Much Ado About Nothing”, which may have been in existence by 1598, or it may be a play that has been lost.
- 12.B.** No one knows the exact order of composition. Scholars can make educated guesses, but there is not enough clear evidence to say exactly in what order they were composed.
- 13.A.** Acting companies sought the protection and preferment of aristocrats. The Lord Chamberlain in 1594 was Henry, Lord Hunsdon, Chamberlain to Queen Elizabeth. Aristocratic patronage

could protect players from the city of London authorities, who were usually eager to curtail their activities.

14.B. In 1599 it was assembled south of the Thames. It was built from the timbers of the theatre where Shakespeare formerly played, called “The Theatre”. It was owned by a syndicate made by Richard and Cuthbert Burbage who shared in half the profits and expenses, and by a group of actors, Shakespeare among them, who divided the other half.

15.A. These are generally regarded by critics as Shakespeare’s greatest achievement in the genre of tragedy.

16.B. James Stuart, James VI of Scotland, became James I of England upon the death of Queen Elizabeth. He reigned from 1603-1625.

17.B. These plays share certain romantic elements not typical of the rest of Shakespeare’s works, and may have been influenced by the staging possibilities afforded by the Blackfriars indoor theatre, in which Shakespeare’s company began to play in 1608.

18.D. Fletcher (1579-1625) and Shakespeare also seem to have collaborated on Henry VIII and a play which has been lost called “Cardenio”.

19.B. April 23, 1616.

20.C. It was printed in London by Isaac Jaggard and Ed. Blount. Its title is “Mr. William Shakespeare's Comedies, Histories, & Tragedies”. It was collected and edited by Shakespeare’s fellow actors, John Heminges and Henry Condell. It printed 36 plays, 18 of which had never before been printed. We owe Heminges and Condell an enormous debt of gratitude. Without their work we may have never known many of Shakespeare’s masterpieces, such as “Macbeth”, “Anthony and Cleopatra”, or “The Tempest”.

21.A. Burbage was said to be the greatest tragedian of his time. Heminges and Condell collected and edited Shakespeare's plays for the First Folio, published in 1623.

22.B. Shakespeare wrote Shakespeare. People who think otherwise either have not considered the evidence in a reasonable light, or they are easily deceived by silly conspiracy theories, or they are motivated by a snobbish prejudice against the real Shakespeare because he was not educated at a university (as far as we know), and was a working class citizen, rather than a member of the aristocracy.

Exercise IV. *Compile the story about Shakespeare and his creative activity using information from exercises 2 and 3.*

Exercise V. *Think over the question: "Why are the plays by Shakespeare popular and actual now?" Some hints for you: did he show historical events, different collisions or the nature of a man? Has a man changed greatly since the times of Shakespeare?*

Exercise VI. *Try to summarize your impressions about Shakespeare's works staged or screened that you have watched using words and word combinations given below.*

Captivating, gripping, boring, impressive, unexpected, ordinary, starring, shocking, unforgettable, interesting, the plot, the performance, the acting, the decorations, the scenery, drawbacks, merits, careful reading of the book, deep penetration into epoch.

Q RENDER THE TEXT FROM RUSSIAN INTO ENGLISH.

ИЕРОНИМ БОСХ (1450 - 1516)

Иероним Босх происходил из семьи профессиональных художников. В течение нескольких столетий Босха воспринимали как шутника и фантазера, изображавшего забавные и дьявольские сценки. Его произведения связывали со средневековой литературой, проповедями, легендами. Самого Босха считали то

правоверным католиком, то еретиком. Споры о Босхе нескончаемы. Но ряд положений уже сейчас очевиден. Как любой титан эпохи Возрождения – Леонардо да Винчи или Шекспир – Босх был человеком чрезвычайно образованным, обладал энциклопедическими познаниями в самых разных областях: теологии и науке, литературе и медицине.

Все творчество художника пронизывает одна общая тема – борьба добра и зла, божественных и адских сил.

Свое представление о мире и человеке художник выразил в больших триптихах. Одним из них является «Воз сена». Погрязшее в грехах человечество, заслуженное наказание обретает в аду. Здесь за определенный грех следует и вполне определенное наказание. В отличие от средневековой традиции, небесное, земное и адское здесь не отделены друг от друга, но теснейшим образом переплетаются и борются между собой. Художник Ренессанса, Босх вносит свой неповторимый вклад в происходивший тогда процесс открытия земного мира и человека. Прекрасный мир для человека небезопасен. Зло в мире есть, и художник его изображает, тем самым, открывая перспективу для развития бытового жанра и самостоятельного пейзажа.

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СИЛА СЛОВА

Сможете ли вы разобраться в лексике, которая помогает описать работу художника? Проверьте себя.

1. **chisel** – А: лепить. Б: ваять, высекать. В: делать слепок. Г: отливать в форму.
2. **stroke** – А: цветное пятно. Б: узор. В: прием. Г: мазок .
3. **study** – А: этюд. Б: набросок. В: проникновение. Г: видение.
4. **still life** – А: сельский пейзаж. Б: лесная сценка. В: натюрморт. Г: городской пейзаж.

5. **draftsman** – А: натурщик. Б: заказчик. В: знаток. Г: рисовальщик.
 6. **panel** – А: доска для живописи. Б: фреска. В: барельеф. Г: экспонат.
 7. **secular** – А: языческий. Б: светский, земной. В: религиозный. Г: средневековый.
 8. **etching** - А: эстамп. Б: витраж. В: контур. Г: гравюра.
 9. **poignant** - А: излучающий свет. Б: мучительный. В: причудливый. Г: утонченный.
 10. **palette** - А: станковая живопись. Б: акварель. В: палитра. Г: фактура.
 11. **ornate** - А: загадочный. Б: восточный. В: пышно украшенный. Г: графический.
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ОТВЕТЫ:

1. **chisel** - Б: ваять, высекать из мрамора, вырезать из дерева. Фр. *cisel*
2. **stroke** - Г: мазок, штрих. Англ. *strac*
3. **study** - А: этюд. Лат: *studere* (заниматься чем-либо).
4. **still life** - В: натюрморт
5. **draftsman** - Г: рисовальщик.
6. **panel** - А: доска для живописи. Ст.-фр. *panel* (кусочек чего-либо)
7. **secular** - Б: светский, земной. Лат. *secularis*
8. **etching** - Г: гравюра, офорт.
9. **poignant** –Б: мучительный, также острый (о чувстве): Лат. *pungere*
10. **palette** - В: палитра, цветовая гамма. Лат. *pala* (лопата)
11. **ornate** –В: пышно украшенный. Лат. *ornatus* (белить, красить).

\$ TRANSLATE:

1. These ornate structures were vastly different from those previously raised to honour pagan gods.
2. Rodin's famous monument "The Citizens of Calais" is remarkable for the poignant expression of the various figures.
3. Secular subjects were still quite rare in the Renaissance period.
4. Rubens was a good colorist and an excellent draftsman.
5. One of Gainsborough's most fascinating works is the study of his "Two daughters".
6. Michelangelo chiselled the statue of David from a huge marble stone.
7. The grass in the foreground is painted in thick, vigorous brush stroke.
8. Velasquez approached a simple still life with as much exactness and care as a composition on a grand scale.
9. In those days artists got ready suitable panels or canvases and prepared oils and varnish themselves.
10. About 1789 Goya began his work on the series of etchings, "The Caprichos".
11. The new intensive study of colour brought about a new palette and a new technique.

UNIT III

GALILEO GALILEI

The man who was largely responsible for inventing the telescope – an instrument that can wander and probe further into the secrets of space than any spaceship - was an Italian, Galileo Galilei, born at Pisa in Italy in the year 1564.

There was an incident in this great man's youth that is particularly encouraging to any young would-be scientist. When he was nineteen and a student in the University of Pisa, Galileo used to go to church of that cathedral with a leaning tower. (It was leaning in Galileo's day, nearly 400 years ago, and it is leaning still).

He found himself watching one of the candelabra hanging down from the high roof of the cathedral, probably upon a lengthy, strong chain. And as he watched it, young Galileo noticed that it was swinging slightly from side to side.

Galileo watched the candelabrum swinging. He was struck by the fact that the oscillations, no matter what their range, were accomplished in equal times. He timed the swings against his pulse. Galileo concluded that the simple pendulum, by means of this equality of oscillation, might be made an invaluable agent in the exact measurement of time. In other words, that is how grandfather clocks were born.

But that morning in the cathedral was one of the important moments in the world's history. The young man had an irrepressible interest in experiments and great ingenuity in mechanical constructions. He became professor of Mathematics at the University of Pisa.

Galileo was among the first men to ask questions, and to question what the "authorities" laid down with such authority and, often, pig-headedness. "Aristotle said so, did he? Well, he may be right but let us

see for ourselves," was the way - the revolutionary way - in which Galileo approached all things.

When he was at the University of Padua, at the height of his powers, a man in the thirties and early forties, Galileo made his most important discovery. He opened up all the vastness of the heavens to the eye of man by his discovery of the telescope. Galileo made an instrument, the first telescope of any consequence.

With it he was able to scan the night sky, examine the Milky Way, and even look into the disc of the sun itself.

In February 1616 Galileo promised to obey Pope Paul V's injunction and undertook not to "hold, teach or defend" the newer doctrines. It produced peace till 1632 when he was seventy. Indeed, he seems to have been regarded with high favour by Pope Urban VIII.

But in 1632 trouble came after the publication of a book, in dialogue form, in which the "System of the World" was discussed.

The old Galileo was summoned before the Inquisition. After a long trial – during which the sun continued to rotate and the moon to reflect the sun's glory and light – the old man was condemned to reject by oath on his knees the truth of his scientific discoveries, and his prime revelation that the sun and the earth were not fixed but were, as all is, in constant flux and movement.

He knelt. He muttered the words he had been compelled to utter but, after his recantation, we can well imagine him adding quietly: *"Nevertheless it does move!"*

At the age of seventy-three, however, he entered a darker world - he became blind and deaf. Yet, for five more years, so brightly did his spirit burn within him, Galileo continued his researches with unflagging ardour, in freedom. Galileo was the father of modern scientific method. He lived his life with energy and courage, and made an enormous contribution to our understanding of the world around us.

! FOR YOU TO BE DONE

Exercise I. *Finish the sentences using the information from the text*

1. Galileo invented...
2. He was born in...
3. He studied at...
4. The tower of the Cathedral where he used to go was leaning in Galileo's day and is...
5. He had an interest in...
6. Galileo worked at...
7. There he discovered...
8. Pope Paul V asked him not to...
9. The trouble came in 1632 after...
10. Before the Inquisition he had to admit that...
11. But then he added quietly: "..."
12. Galileo is considered to be the father of...

Exercise II. *Speak about Galileo and his life.*

TEXT 2.

1. *Read and install the English phrases instead of Russian variants:*

exceptional character, first servant, with full justification, do not spare my life, in order to, by devotion, legislation, son and heir, passive creature, supporters and opponents, succeeding emperors, standing army, enlightened despotism.

PETER THE GREAT

The impact of Peter the Great upon Muscovy was like that of a peasant hitting horse with his fist. Tsarism in Peter's lifetime received a new stamp owing to his (*незаурядным личностным качествам*) and abilities. Peter enforced compulsory service in the army, navy and

government on the landowners and himself set example as the (*первый слуга*) of the state. He wrote of himself (*с полным правом*): “I have not spared and I (*не жалею жизни своей*) for my fatherland and people”.

Almost all Peter’s reforms were born of military and naval requirements. Russia must be westernized (*для того, чтобы*) ensure the “two necessary things in government, namely order and defense”. His task was to convert his subjects “from children into adults”. He was inspired (*чувством преданности*) to Russia.

His reforms until about 1715 were imposed too hastily. In his last dozen years, when the war was less heavy and his contacts with the West were closer, the autocratic edicts gave way to systematic, carefully elaborated (*законотворчество*) that remoulded state and church alike. He had to crush in blood four serious uprisings, and he condemned to death his own (*сын и наследник*), Alexis, on the ground of his being the ringleader of reaction. In actuality Alexis was a (*пассивное создание*) who was only hoping for his father’s death. The opposition was leaderless; almost all interests in Russia were divided between (*сторонниками и противниками*) of absolute monarchy, and to a certain extent he succeed. Russia was never the same again, even though there was regress after Peter’s death. He declared himself to be an absolute monarch who doesn’t have to answer for any of his actions to anyone in the world. This version of (*просвещенного деспотизма*) appeared in Peter’s new code for the army. The creation of a national (*армии на постоянной основе*) on western models was one of the fundamentals of his legacies, and the links of Tsarism with military power and military spirit were knitted even more closely than before. Peter himself almost always appeared as a soldier or sailor and all (*последующие правители*) did likewise. No tsar has made such a lasting impression on Russia as Peter, whether in his works or his personality.

2. Answer: Why has no tsar made such a lasting impression on Russia as Peter, whether in his works or his personality? Prove using the facts from the text.

Q RENDER THE TEXT FROM RUSSIAN INTO ENGLISH

Кому из нас неизвестно имя Вольтера? Из любого энциклопедического словаря можно узнать, что он был философом, прозаиком, драматургом, историком, публицистом, поэтом. А.С.Пушкин писал о нем: «Поэт в поэтах первый».

Вольтер прожил долгую жизнь (1694–1778), и работоспособность его до последних его дней казалась непостижимой. Уже на закате дней, имея в виду великое множество написанных им книг, он обронил фразу: «С таким багажом до потомства не доехать». Писатель, конечно же, лукавил. Потомки помнят его как человека, который сыграл огромную роль в идейной подготовке Великой французской буржуазной революции 1789-1794 годов. «Чем люди просвещеннее, тем они свободнее» – вот то, во что Вольтер верил и что отстаивал всю жизнь. Он подвергал резкой критике феодальную идеологию, особенно религиозный фанатизм. Родился он в семье нотариуса, воспитывался в коллегии. За антифеодальную сатиру его дважды арестовывали. Большую часть жизни он вынужден был провести вне Франции.

Мировоззрение Вольтера было также противоречиво, как и его личность. Вольтер – деист. Признавая и принимая достижения современной ему механики и физики Ньютона, он, в то же время, верил в существование бога как первопричины движения природы. Он считал, что способностью мыслить материю наделил бог, но в его стихах встречаем следующие строчки

« Любовь к самим себе у смертных велика:
Мы бога создали такого же, как сами...
Когда бы руки были у быка,
Изобразил бы он его с рогами».

Вольтер отвергал учение Декарта о душе и врожденных идеях, он считал источником знаний наблюдения и опыт, пропагандировал материализм Локка. Разумное государственное устройство, по Вольтеру, - конституционная монархия, но во главе с просвещенным монархом. Однако в конце жизни он считал, что в основе «философии истории» (термин введен Вольтером) лежит идея прогрессивного развития общества.

В 1778 году в одном из своих стихотворений он писал:

«Прощайте! Отправляюсь я
В тот край, откуда нет возврата...»

Однако его имя и труды не забыты потомками, а век, в котором он жил, –18 – часто называют «веком Вольтера».

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СИЛА СЛОВА

Несомненно, ни один язык не обогатил английский в такой степени, как французский, и никакие другие заимствования, прочно обосновавшиеся в английском, не сохраняют так упорно не только свое изначальное правописание, но и произношение. А вам знакомы эти слова?

1. **bizarre** –А: причудливый. Б: редко встречающийся. В: коварный. Г: запутанный.
2. **bric-a-brac** – А: безделушки. Б: кокетка. В: хлам. Г: ложные слухи.
3. **entrepreneur** – А: аферист. Б: предприниматель. В: антрепренер. Г: зазывала.

4. **rapport** – А: взаимопонимание. Б: отчет. В: доклад. Г: точность.
5. **connoisseur** – А: посредник. Б: разведчик. В: вор. Г: знаток.
6. **quay** – А: набережная. Б: очередь. В: причуда. Г: нотная запись.
7. **corps** – А: труп. Б: корпус. В: театральная труппа. Г: производственное объединение.
8. **matinee** – А: новичок. Б: жертва. В: дневной спектакль. Г: дар.
9. **liason** – А: связь. Б: желе. В: отдых. Г: знак внимания.
10. **rapprochement** – А: рок. Б: упрек. В: отказ. Г: сближение.
11. **poignant** – А: бледный. Б: едкий. В: древний. Г: ночной.
12. **suede** – А: замша. Б: швед. В: шведский стол. Г: убеждение.
-

ОТВЕТЫ:

1. **bizarre**- А: причудливый.
2. **bric-a-brac** –А: безделушки.
3. **entrepreneur** – Б: предприниматель.
4. **rapport** – А: взаимопонимание, гармония.
5. **connoisseur** – Г: знаток.
6. **quay** – А: набережная, причал.
7. **corps** – Б: корпус (дип., военный).
8. **matinee** – В: дневной спектакль.
9. **liason** – А: связь.
10. **rapproachment** – Г: сближение (дипл.).
11. **poignant** – Б: едкий, острый, мучительный.
12. **suede** – А: замша.

\$ *TRANSLATE:*

1. His cry of protest is still poignant today.
2. Julia spent all her money on dresses and bric-a-brac.
3. “Quite a bizarre place”, - he said.
4. He had established a pleasant form of rapport with my mother.
5. What are the most common mistakes entrepreneurs make at the start?
6. In the evenings he enjoyed a stroll along the quay.
7. She is something of a connoisseur of modern art.
8. Suede seems to be in vogue again.
9. He is widely blamed for poisoning the process of rapprochement with the Arabs.
10. They knew her husband was something in the diplomatic corps.
11. She had long promised to take the children to a matinee.
12. Liason with academic staff is also very important.

UNIT IV

FLORENCE NIGHTINGALE:

THE WOMAN WHO BROUGHT HELP TO MEN

A little girl sat on the floor in her nursery bandaging a doll's arm. When this was done and the doll put to bed, the child took another doll and bandaged its head and it in turn was put to bed. An odd game for a child the nurse thought, though she could not but admire the skill of the bandaging. The house was Embley Park, the home of Mr. Nightingale and the little girl was his younger daughter, Florence, a name that was to become famous throughout the whole civilized world.

The child had been named Florence after the lovely city of her birth. She led a healthy outdoor life, ran about the garden at Embley and made friends with all the animals on the place. These were indications of her future vocation.

At the age of eighteen she went to London to be presented at Court like other young ladies, but, unlike other young ladies, society made no appeal to her. She began visiting hospitals and Nursing Institutes and it must have been strange to her parents who no doubt expected her to enjoy the normal amusements of her age and station, but they put no obstacles in her way.

Not content with visiting English hospitals she went abroad to see foreign institutions and probably found them better organized than English ones. Being practical she realized that the first essential in reforms was practical knowledge; so she took a course of training at the Institute of Protestant Deaconesses at Kaiserswerth. She then visited the hospital in Paris, and did another course of training there. England was in the Crimean War and Miss Nightingale received a letter from the Minister of War, Sydney Herbert, asking her to go out there and organize the hospital service.

She must, if contemporary portraits are accurate, have been a good-looking woman, wearing her hair parted down the middle according to the fashion of the day and looped up on either side of her face over her ears. Her eyebrows were strongly marked in a beautiful curve over eyes that in her portraits have a singularly penetrating and yet serene expression. Probably they were serene because she knew what she wanted; so what she set her mind to achieve she usually accomplished. That was her true greatness, which is often obscured by the picture inevitably called up by the title of “the Lady of the Lamp”. Not that that picture is one of false sentimentality; it was both beautiful and true. The gracious figure moving so quietly, with her lamp carefully shaded, through the hospital wards at night to see for herself that all the patients were taken care of. She brought them not only skilful nursing, but a sympathy that was just as valuable. If not more so. It raised their morale and courage in the field. In her presence each man became an individual, not merely a number in a regiment.

When Florence Nightingale started for the Crimea she took with her thirty seven other women all of whom had some sort of training. Nurses in those days were rare. Nursing was barely a profession and was often undertaken by women with no training. Some of them were nurses out of the kindness of their hearts; some because they could not earn a living any other way; few of them had any skill or real knowledge of the elementary principles of their profession.

When Miss Nightingale arrived with her contingent of nurses in the Crimea she was faced with conditions in the hospitals that were shocking even in those days. The dirt, the overcrowding was appalling and the doctors had neither the energy, nor apparently the will to improve matters. They regarded Florence Nightingale with suspicion and jealousy. What was an even greater handicap in carrying out her task was the open hostility of the officers in command. They viewed

the arrival of women in the hospitals as a precedent that must be combated with all the power and influence at their command and that was considerable. Women, they thought, might be all very well in civilian hospitals, but women in military hospitals, especially at the seat of war, could be nothing but a nuisance. Many thought that women would never be physically capable of enduring the hardships of the work and the climate.

However, the hospitals were started on the lines Miss Nightingale laid down, though only by degrees for it was a Herculean task. Her patience, her determination and persistence achieved it. The love, almost the adoration, of her patients she had from the beginning, and when in a few weeks the death rate in the hospitals dropped from approximately 42 per cent to 2 per cent it became difficult for anyone to raise objections to Miss Nightingale's presence at the front.

Her work in the Crimea had made her not only beloved, but famous; she had become a celebrated woman all over the world. Her work was the subject of newspaper articles in every civilized country and she found this publicity very trying. When after a year's work at Scutari she was going home, London prepared a tremendous reception. She concealed her arrival in London so successfully that she reached her home without anyone being aware that she was in England.

Her arduous work in the Crimea had undermined her health; she had not been content with re-organizing the hospitals, she had also taken part in the work. No operation was performed without her being there to support the patient by her presence, and she frequently worked for twenty hours on end. No constitution could stand such a strain for so long and though she lived to a great age – she was ninety when she died – she spent most of her time in bed. But though she was exhausted physically, her mind was as active as ever and nothing checked her urge for work. Having re-organized the hospitals at the front, she now turned her attention to the military hospitals at home. Her work in the

Crimea had not only moved the country to sentimental applause, the people's admiration had taken the practical form of a nation-wide collection and she was presented with the sum of £50,000. She had realized as soon as she began her investigations of the civil hospitals that their trouble was the lack of an adequately trained staff and that the training of the few nurses available was lacking in what she considered essential principles. As a first step she wrote a book in 1858. The money that the country in its spontaneous gratitude had subscribed gave her the means to put into practice a scheme that she had for some time been considering. She founded the Nightingale Home for Training Nurses at St. Thomas's and King's College Hospitals and here the students were impressed with what she considered the basic necessities for good nursing.

In her book on nursing she had laid down the principles of good nursing. The first was fresh air – a considerable shock to the old school. Warmth and quiet were the next. Warmth must have been difficult in those days when there were no systems of central heating. Quiet was probably easier; there was nothing like the volume of traffic that roars along the streets nowadays.

It is difficult for us to realize the magnitude of the work she accomplished in these days when nursing was a profession second only to that of doctors in its importance, but the name of Florence Nightingale will always be remembered with admiration and gratitude. The name by which she was, and still is loved, will always be "The Lady of the Lamp".

! FOR YOU TO BE DONE

Exercise I. *Translate paying attention to Grammar:*

1. The nurse could not but admire the girl's skill of bandaging.
2. A name was to become famous throughout the whole civilized world.

3. At the age of eighteen she went to London to be presented at Court like other young ladies.
4. It must have been strange to her parents.
5. Being practical she realized she needed knowledge.
6. The dirt, the overcrowding was appalling.
7. What was an even greater handicap was the open hostility of the officers and command.

Exercise II. *Read, translate and answer: what century does that fashion belong to?*

“She must, if contemporary portraits are accurate, have been a good-looking woman, wearing her hair parted down the middle according to the fashion of the day and looped up on either side of her face over her ears. Her eyebrows were strongly marked in a beautiful curve over eyes that in her portraits have a singularly penetrating and yet serene expression.”

Name famous portraits of women made in the same period.

Exercise III. *Explain: “Herculean task...” Where is that phrase used in the text? What does it characterize? Whose efforts does that phrase describe?*

Exercise IV. *Answer the questions.*

1. In what country was Florence Nightingale born?
2. What name was she given by her parents?
3. What activity did she choose for herself when she was 18?
4. What was the first essential matter needed for reforms?
5. Did she train a lot?
6. Why was she called “the Lady of the Lamp”?
7. Was nursing for Florence Nightingale a profession or only a moral duty?
8. Did she work in military or in civilian hospitals?
9. What was her book about?
10. What changed in the world due to her activity?

Exercise V. Comment on the following using information from the text

1. She always knew what she wanted.
2. In her presence each man became an individual, not merely a number in a regiment.
3. The death rate in her hospitals dropped from 42 per cent to 2 per cent.
4. Though she was exhausted physically, her mind was as active as ever.
5. The students were impressed with what she considered the basic necessities for good nursing.
6. The name by which she was and is loved will always be “The Lady of the Lamp”.

TEXT 2.

MARGARET HILDA THATCHER – THE FIRST WOMAN
PRIME MINISTER IN THE HISTORY OF
THE UNITED KINGDOM.

“She won respect... but not the warm glow of admiration”.

She was born in the family of the grocer’s shop owner in Grantham. The future Prime Minister grew up in accordance with the stern philosophy of her father, Alderman (a senior member of a local council until 1974) Alfred Roberts: church four times on Sunday, no drinks in the house, only the rarest visits to the “sinful” cinema, no boys, no dancing. “I don’t think I ever went to a dance until I went to university,” Mrs. Thatcher told an early biographer. “Dancing was forbidden”. She graduated from Oxford, then a career of a chemist, motherhood, then eleven years as an ordinary MP (three of them as junior Minister), four years as a cabinet minister, thirteen years as Tory leader, nine years as Prime Minister. Such a lifetime of varied experiences.

She came to power determined to change the English nation. Not merely the way they lived but the way of thinking. The phrase is

reminiscent of Stalin's chilling remark to Maxim Gorky that the Bolsheviks should be "engineers of souls". She came to Downing Street with moral absolutes she acquired from her father. "My policies, - she said, - are based not on some economic theory but on things I and millions like me were brought up with: an honest day's work for an honest day's pay; live within your means; put a nest egg by for a rainy day; pay your bills on time; support the police". She had been singing the same simple tune during all her reign. The labour MP, Tam Dalyell asked the Prime Minister one of those questions in mock innocence: "How much does it cost to run 10 Downing Street each year?" The answer was a startling 4.9 million pounds. It was 600,000 pounds more than the amount parliament voted to the Queen to run all her various palaces and castles.

Actually Britain had the feel of a nation ruled by two Queens. Both referred to themselves in the first person plural. Both spoke of "my government". Only one smallish lady in her early sixties had a great deal of power indeed. The person, who was so instinctive in politics, whose domination in parliament was so prominent that a new word was coined - "Thatcherism" - leads a simple life. She rises shortly after 6 a.m. and works through to the early hours of the following morning. She has no hobby, she has few friends. She is persuaded to take one week off in summer.

While in the office, she was running the most streamlined personalized government since the war. Politics were decided at face-to-face meetings between Mrs. Margaret Thatcher and an individual Minister. She knew all the key officials. She made her impact felt on Britain. She rushed the Union, once a power in Britain. Those of Britons in work became richer by 22 per cent in real terms. The number of shareholders tripled. More English people buy their own homes, more paid for their private medicine, sent their children to private

schools. She came to power and pledged to cut taxes. But the taxation burden increased from 32 to 34 per cent. It was 43.25 per cent of GDP (Gross Domestic Product) in 1979 and it was 43.75 per cent in 1988. Thus we may say that the Thatcher age is full of paradoxes. But the decade of her in the office was the time of economic recovery, the revival of Britain's importance in world affairs. It was a time when the fittest survived and the welfare state and the ideal of the caring nation was unfashionable.

The Independent, of Friday 23, November 1990.

! FOR YOU TO BE DONE

Exercise I. Find Russian equivalents for the following:

grow up in accordance; stern; varied experience; merely; reminiscent; chilling; moral absolutes; acquire; be based on; means; put a nest egg for a rainy day; mock; innocence; refer to; be distinctive in; domination; coin a word; reluctance; streamlined; impact; face-to-face; triple; pledge; taxation burden; Gross Domestic Product; revival; welfare state.

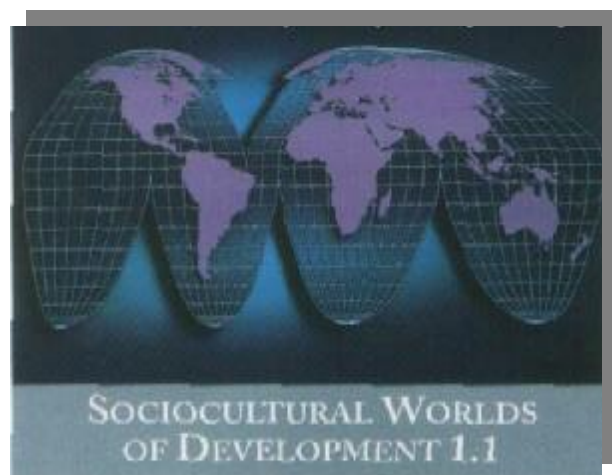
Exercise II. Compose your own sentences describing Margaret Thatcher's personality and activities using the words given in the exercise.

Exercise III. Comment on the following using information from the text and your knowledge of modern history:

1. The future Prime Minister grew up in accordance with the stern philosophy of her father.
2. She graduated from Oxford, then... Such a lifetime of varied experiences.
3. "Economics are the method", - she said in 1981, "the object is to change the soul".

4. She came to Downing Street with moral absolutes she acquired from her father.
5. Actually Britain had the feel of a nation ruled by two Queens.
6. The person, who was so instinctive in politics, whose domination in parliament was so prominent that a new word was coined - "Thatcherism" - leads a simple life.
7. While in the office, she was running the most streamlined personalized government since the war.
8. Thus we may say that the Thatcher age is full of paradoxes.
9. It was a time when the ideal of the caring nation was unfashionable.

Exercise IV. *Share your point of view on the age called "Thatcherism". How can you appreciate it now as a person living in the XXI century?*



FOR YOUR INFORMATION:

WOMEN'S STRUGGLE FOR EQUALITY:

An International Journey

What are the political, economic, educational and psychosocial conditions of women around the world? Frances Culbertson, president of the Clinical Psychology of Women section of the American Psychological Association, recently summarized these conditions.

Women and Politics

In politics, too often women are treated like burdens rather than assets. Especially in developing countries, women marry early and

have many children quickly, in many cases before their undernourished bodies have an opportunity to mature. In such developing countries women need greater access to education, work, health care and especially family planning.

Some experts on women's issues believe that these needs would have a better chance of being met if women were more strongly represented at the decision-making and managerial levels of governments and international organizations.

For example, in 1990, less than 10 percent of the members of national legislatures were women, and for every 100 ministerial-level positions around the world only 5 were filled by women.

Women and Employment

Women's work-around the world is more limiting and narrower than that of men. Bank tellers and secretaries are most often women. Domestic workers in North America and in Central and South America are most often women. Around the world, jobs defined as women's work too often carry low pay, low status, and little security. Two authors described many of these circumstances as "job ghettos". In 1990 the only countries in the world that had maternity leave and guaranteed jobs on the basis of national law were Brazil, Chile, Mexico, Finland, Switzerland, Germany, Italy, Egypt, Syria, Russia, Japan and Thailand. Among the major countries without these provisions were the United States, England and France.

Women and Education

The countries with the fewest women being educated are in Africa, where in some areas women are receiving no education at all. Canada, the United States and Russia have the highest percentage of educated women. In developing countries, 67 percent



of the women and 50 percent of the men over the age of 25 have never been to school. In 1985, 80 million more boys than girls were in primary and secondary educational settings around the world.

Women and Psychosocial Issues

Women around the world, in every country, experience violence, often by someone close to them. In Canada 10 percent of the women report that they have been beaten in their homes by the man they live with, and in the United States almost 2 million women are beaten in their homes each year. In a recent survey, "The New Woman Ethics Report," wife abuse was listed as number one among 15 of the most pressing concerns facing society today. Although most countries around the world now have battered women's shelters, there are some countries where beating women continues to be accepted and expected.

In a recent investigation of depression in high-income countries, the women were twice as likely as the men to be diagnosed as being in depression. In the United States, from adolescence through adulthood, females are more likely to be depressed than males. There are many sociocultural inequities and experiences that have contributed to the greater incidence of depression in females than males.

What are your comments on the stated above? What should be done to improve the situation? Do you feel any of the inequality marks mentioned?

Q RENDER FROM RUSSIAN INTO ENGLISH:

Софья Ковалевская родилась 3 января 1850 года в Москве, где ее отец, артиллерийский генерал Василий Корвин-Круковский, занимал должность начальника арсенала. Когда Соне было шесть лет, отец вышел в отставку и поселился в своем родовом имении

Палибино, в Витебской губернии. Девочке для занятий наняли учителя.

В 1868 Софья вступила в брак с Владимиром Онуфриевичем Ковалевским и переехала в Петербург. В 1863 году там при Мариинской женской гимназии были открыты педагогические курсы с отделениями естественно-математическим и словесным.



Софья стала тайно посещать лекции. Сдав экзамен на аттестат зрелости, Ковалевская решила изучать математику за границей.

Ковалевская решила попытаться счастья в Гейдельберге. После всевозможных проволочек комиссия университета допустила Софью к слушанию лекций по математике и физике. 3 октября 1870 года Ковалевская отправилась к известному ученому Вейерштрассу в Берлин. Под его руководством она написала первую самостоятельную работу - "О приведении некоторого класса абелевых интегралов третьего ранга к интегралам эллиптическим".

Зиму 1873 и весну 1874 года Ковалевская посвятила исследованию "К теории дифференциальных уравнений в частных производных". Она хотела представить его как докторскую диссертацию. Позднее установили, что аналогичное сочинение, но более частного характера, написал знаменитый ученый Франции Огюстен Коши. Задачу стали называть "теорема Коши-Ковалевской", и она вошла во все основные курсы анализа. Большой интерес представлял приведенный в ней разбор простейшего уравнения, в котором Софья Васильевна обнаружила существование особых случаев, сделав тем самым значительное открытие. Совет Геттингенского университета присудил Ковалевской степень доктора философии по математике и магистра изящных искусств.

После убийства Александра II Софья Васильевна с дочкой уехала в Берлин, а затем ей предложили место на кафедре математики в Стокгольмском университете, где 30 января 1884 года она прочитала первую лекцию. 24 июня 1884 года Ковалевская узнала, что "назначена профессором сроком на пять лет". В это время Софья Васильевна исследует одну из труднейших задач о вращении твердого тела вокруг неподвижной точки. Ковалевская нашла новый - третий случай, а к нему - четвертый алгебраический интеграл. Это решение сейчас носит имена Эйлера, Лагранжа и Ковалевской.

6 декабря 1888 года Парижская академия известила Ковалевскую о том, что ей присуждена премия Бордена. Ковалевская поселилась близ Парижа. Здесь она решила продолжить дополнительное исследование о вращении твердых тел для конкурса на премию Шведской академии наук. За эту работу Шведской академией наук Ковалевской была присуждена премия короля Оскара II в тысячу пятьсот крон.

7 ноября 1889 года Ковалевскую избрали членом-корреспондентом на физико-математическом отделении Российской академии наук. В апреле 1890 года Ковалевская уехала в Россию в надежде, что ее изберут в члены академии на место умершего математика Буняковского. Когда она пожелала, как член-корреспондент, присутствовать на заседании Академии, ей ответили, что пребывание женщин на таких заседаниях "не в обычаях Академии".

Большой обиды, большего оскорбления не могли нанести ей в России. Ничего не изменилось на родине. После присвоения С.Ковалевской академического звания она вернулась в Стокгольм.

29 января 1891 года, не приходя в сознание, Софья Ковалевская скончалась от паралича сердца в возрасте сорока

одного года, в самом расцвете творческой жизни. Ее имя прочно вошло в математическую науку, однако потомки еще не до конца оценили ее литературный дар: Софья Ковалевская была автором нескольких незаурядных литературных произведений. В драме “Борьба за счастье” в главной героине, Алисе, она изобразила себя – натуру мыслящую, мятущуюся, непонятую современниками.

••

СИЛА СЛОВА:

Согласитесь, каждому из нас, а особенно женщине – даже самой эмансипированной – небезразлично, как нас воспринимают окружающие. “По одежке встречают”, - говорит пословица. Определите, какие предметы гардероба обозначают эти слова:

1. **flannels** – А: варежки; Б: теплое белье; В: шерстяные брюки или костюм; Г: байковая фуфайка.
2. **fedora** – А: косынка; Б: туника; В: муфта; Г: фетровая мужская шляпа.
3. **fatigues** – А: одежда защитной расцветки; Б: халат; В: гольфы; Г: шаль.
4. **tails** – А: рейтузы; Б: пижама; В: брюки клеш; Г: фрак.
5. **mules** – А: лайковые перчатки; Б: шлепанцы; В: бриджи; Г: шуба.
6. **smock** – А: блузон; Б: безрукавка; В: цилиндр; Г: овчинный тулуп.
7. **muffler** – А: матроска; Б: ушанка; В: кашне; Г: ночная рубашка.
8. **petticoat** – А: балахон; Б: короткая куртка; В: нижняя юбка; Г: фартук.
9. **loafers** – А: шаровары; Б: мокасины; В: вязаные носки; Г: свитер.

10. **bonnet** – А: бант на одежде; Б: бальное платье; В: пелерина; Г: шляпка.
11. **kilt** – А: ковбойка; Б: клетчатая юбка; В: стеганая куртка; Г: вуаль.
12. **cassock** – А: ряса; Б: сюртук; В: картуз; Г: манто.
13. **sneakers** – А: босоножки; Б: панталоны; В: плавки; Г: кроссовки.
14. **waistcoat** – А: приталенный пиджак; Б: жилет; В: ливрея; Г: полупальто.
15. **cape** – А: камзол; Б: кепи; В: накидка; Г: манишка.
-

ОТВЕТЫ:

1. **flannels** – В: брюки или костюм из шерстяной фланели.
2. **fedora** – Г: фетровая мужская шляпа.
3. **fatigues** – А: одежда защитной расцветки.
4. **tails** – Г: фрак.
5. **mules** – Б: домашние шлепанцы.
6. **smock** – А: блузон.
7. **muffler** - В: кашне.
8. **petticoat** – В: нижняя юбка.
9. **loafers** – Б: мягкие кожаные туфли типа мокасин.
10. **bonnet** – Г: шляпка.
11. **kilt** – Б: клетчатая юбка в складку (национальная шотландская одежда).
12. **cassock** – А: ряса, сутана.
13. **sneakers** – Г: кроссовки.
14. **waistcoat** – Б: жилет.
15. **cape** – В : накидка, плащ.

\$ TRANSLATE:

1. The monk was dressed in cassock.
2. He looked smart in his flannels.
3. A long knitted muffler was twined round her neck.
4. He picked up his fedora that did not quite fit him.
5. Jim kicked off his sneakers by the door.
6. The Scotch wore kilts.
7. Maggie finally decided on a pale green blouse and a pair of loafers.
8. She slipped her feet into a pair of black mules.
9. He was in combat fatigues.
10. The duke wore white tie and tails.
11. Nanny was tremendously proud of the pink petticoat Rhett had given to her.
12. She dressed in loose smocks and comfortable skirts.
13. They wore no bonnets in spite of the sun.
14. She went upstairs after she had disposed of her cape.
15. He put the ticket into his waistcoat pocket.

UNIT V

ALFRED NOBEL: A MAN OF CONTRASTS

Alfred Nobel, the great Swedish inventor and industrialist, was a man of many contrasts. He was the son of a bankrupt, but became a millionaire; a scientist with the love of literature, an industrialist who managed to remain an idealist. He made a fortune but loved a simple life, and although cheerful in company he was often sad in private. A lover of mankind, he never had a wife or family to love him; a patriotic son of his native land, he died alone on foreign soil. He invented a new explosive, dynamite, to improve the peacetime industries of mining a road building, but saw it used as a weapon of war to kill and injure his fellow men. During his useful life he often felt he was useless: “Alfred Nobel,” he once wrote of himself, “ought to have been put to death by a kind doctor as soon as, with a cry, he entered life.” World-famous for his works he was never personally well known, for throughout his life he avoided publicity. “I do not see,” he once said, “that I have deserved any fame and I have no taste for it,” but since his death his name has brought fame and glory to others.

He was born in Stockholm on October 21, 1833 but moved to Russia with his parents in 1842, where his father, Immanuel, made a strong position for himself in the engineering industry. Immanuel Nobel invented the landmine and a lot of money from government orders for it during the Crimean War, but went bankrupt soon after. Most of the family returned to Sweden in 1859, where Alfred rejoined them in 1863, beginning his own study of explosive in his father’s laboratory. He has never been to school or university but studied privately and by the time he was a skilful chemist and excellent linguist, speaking Swedish, Russian, German, French, and English. Like his father Alfred Nobel was imaginative and inventive, but he had better luck in business and showed more financial sense. He was quick

to see industrial openings for his scientific inventions and built up over 80 companies in 20 different countries. Indeed his greatness lay in his outstanding ability to combine the qualities of an original scientist with those of a forward-looking industrialist.

But Nobel's main concern was never with making money or even making scientific discoveries. Seldom happy, he was searching for a meaning of life, and from his youth had taken a serious interest in literature and philosophy. Perhaps because he could not find ordinary human love – he never married – he came to care deeply about the whole of mankind. He was always generous to the poor: "I'd rather take care of the stomachs of the living than the glory of the dead in the form of stone memorials,"- he once said. His greatest wish, however, was to see an end to wars, and thus peace between nations, and he spent much time and money working for this cause until his death in Italy in 1896. His famous will, in which he left money to provide prizes for outstanding work in Physics, Chemistry, Philology, Medicine, Literature and Peace, is a memorial to his interests and ideals. And so, the man who felt he should have died at birth is remembered and respected long after his death.

Moscow News, №47. 1985.

! FOR YOU TO BE DONE

Exercise I. *Read the first extract and find the words or the word combinations with the opposite meanings:*

Bankrupt; idealist; rich; cheerful; public life; native; peace; useful; death; enter; world famous.

Exercise II. *Agree or disagree using the information from the second abstract of the text:*

1. Alfred Nobel was born in Russia.
2. His father made a strong position in agriculture.
3. His father was an inventor of landmines.

4. Immanuel Nobel was granted by the Government.
5. He was a rich man.
6. The Nobels returned to Sweden in 1863.
7. Alfred Nobel graduated from Oslo University.
8. He studied privately.
9. Unlike his father he was imaginative and inventive.
10. He was good at finances.
11. He was beyond his time.
12. He could foresee the situation.

Exercise III. Retell extract 2.

Exercise VI. Answer the questions using the information from the third extract:

1. What was Nobel's main concern?
2. What was he constantly searching for?
3. He took a serious interest in Literature and Philosophy, did not he?
4. Was he happy in his private life?
5. What proves that he was generous to the poor?
6. What was his great desire?
7. What did he leave to the mankind?
8. When did he die?



FOR YOUR INFORMATION:

The Nobel Foundation: A Century of Growth and Change

*by Birgitta Lemmel**

First published June 29, 2000

On June 29, 2000, the Nobel Foundation celebrated its 100th anniversary. The Foundation and especially the Nobel Prizes - which were first awarded in 1901 - are closely linked to the history of modern

Testament

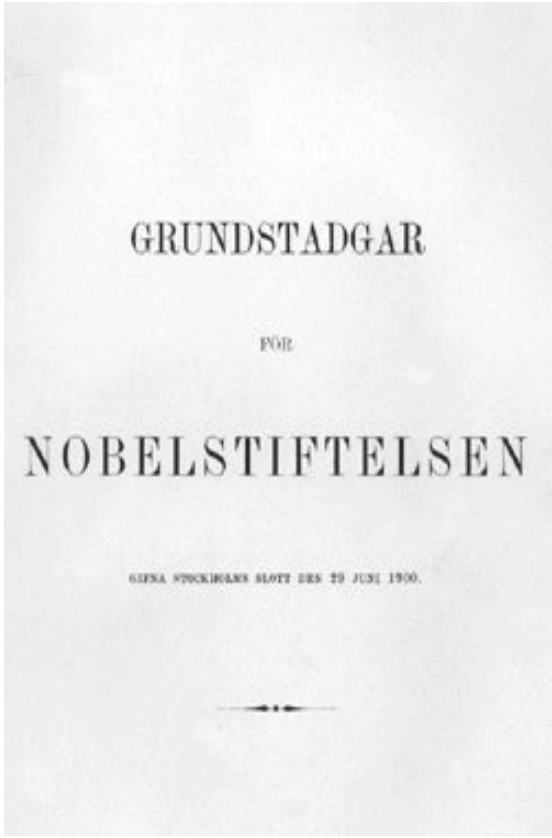
Jag underskriver Alfred Nobel och
Nobel förklarar härmed efter något
beträffande sin efterlämnade egendom
i den egendom jag vill min död kan ef-
terlämnas vara följande:

"The whole of my
way: the capital, in-
the interest on which
during the preceding
said interest shall be
follows: one part to the
invention within the
most important ch
shall have made th
medicine; one part
the most outstanding
shall have done th
abolition or reduc
peace congresses.
Swedish Academy
ska Institute in Stoc
ier champions of p
wegian Storting. It
what ever shall be
worthy shall receive



with in the following
all constitute a fund,
prizes to those who
fit on mankind. The
re apportioned as fol-
important discovery or
shall have made the
to the person who
in of physiology or
the field of literature
to the person who
pen culture, for the
and promotion of
be awarded by the
orks by the Karolin-
Stockholm, and that
lected by the Nor-
es no consideration
s, but that the most
not."

Jetta testamentet är det enda giltiga
och utgör alla mina följande testamentära
bestämmelser om såsom skulle förföras efter min död.
Bettligen anordnar jag denna bekvämliga
utställning av mina och vilja att efter min död
förelämnas utställas och att sedan detta utställ
tilliga detsamma af kommittén utläsa utgått
dett förklarar i beträffande testamentärens
Paris den 27 November
1895
Alfred Nobel (Stefan)



The testator and his will. The superimposed photo of Alfred Nobel was taken in 1896, the year he died.

A century old. The cover of the Statutes of the Nobel Foundation when it was promulgated on June 29, 1900.

science, the arts, and political development throughout the 20th century.

Background and Establishment of the Nobel Foundation

Alfred Nobel died on December 10, 1896. The provisions of his will and their unusual purpose, as well as their partly incomplete form, attracted great attention. Only after several years of negotiations and often rather bitter conflicts, and after various obstacles could the fundamental concepts presented in the will assume solid form with the establishment of the Nobel Foundation. On April 26, 1897, the Storting (Norwegian Parliament) approved the will. In 1898 the other prize-awarding bodies followed suit, approving the will after mediation: Karolinska Institutet on June 7, the Swedish Academy on June 9 and the Royal Swedish Academy of Sciences on June 11.

The will was now settled. The task of achieving unity among all the affected parties on how to put its provisions into practice remained.

On June 29, 1900, the Statutes of the newly created legatee, the Nobel Foundation, and special regulations for the Swedish Prize-Awarding Institutions were promulgated by the King in Council (Oscar II). The same year as the political union between Sweden and Norway was dissolved in 1905, special regulations were adopted on April 10, 1905, by the Nobel Committee of the Storting (known since January 1, 1977 as the Norwegian Nobel Committee), the awarder of the Nobel Peace Prize.

Premises

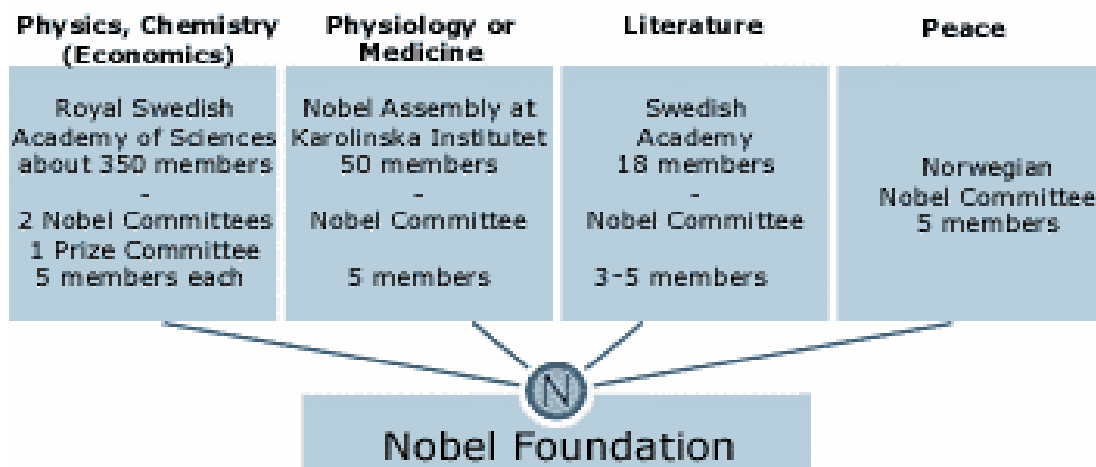
To create a worthy framework around the prizes, the Board decided at an early stage that it would erect its own building in Stockholm, which would include a hall for the Prize Award Ceremony and Banquet as well as its own administrative offices. Ferdinand Boberg was selected as the architect. The World War I broke out before any decision could be made. The proposal was "put on ice" and by the time the matter was revived after the war, Ivar Tengbom was busily designing what later became the Stockholm Concert Hall. The Nobel Foundation now only needed space for its administrative offices. On December 19, 1918, a building at Sturegatan 14 was bought for this purpose, the Foundation finally left its cramped premises at Norrlandsgatan 6 in 1926 and moved to Sturegatan 14, where the Foundation has been housed ever since.

Objectives of the Foundation

The Nobel Foundation is a private institution. It is entrusted with protecting the common interests of the Prize Awarding Institutions named in the will, as well as representing the Nobel institutions externally. This includes informational activities as well as arrangements related to the presentation of the Nobel Prizes. The Foundation is not, however, involved in the selection process and the

final choice of the Laureates (as Nobel Prize winners are also called). In this work, the Prize-Awarding Institutions are not only entirely independent of all government agencies and organizations, but also of the Nobel Foundation. Their autonomy is of crucial importance to the objectivity and quality of their prize decisions. One vital task of the Foundation is to manage its assets in such a way as to safeguard the financial base of the prizes themselves and of the prize selection process.

The Nobel Institutions



According to paragraph 14 of the first Statutes from 1901, the Foundation was to be represented by a Board with its seat in Stockholm, consisting of five Swedish men. One of these, the Chairman of the Board, was to be designated by the King in Council. The Trustees of the Prize Awarding Institutions would appoint the others. The Board would choose an Executive Director from among its own members. An alternate (deputy) to the Chairman would be appointed by the King in Council (effective in 1974, by the Government), and two deputies for the other members would be elected by the Trustees. Since 1995 the Trustees have appointed *all* members and deputies of the Board. The Board chooses a Chairman, Deputy Chairman and Executive Director from among its own members.

An important landmark in the history of the Foundation occurred when it added Norwegian representation to the Board. In 1901, the Norwegians refrained from representation on the Board – being appointed by King Oscar at a time when Norway was moving toward a breakup of its union with Sweden was not considered an attractive idea - and they limited their involvement to work as Trustees and auditors.



Arne Tiselius was Chairman of the Board of the Nobel Foundation 1960-1964.



King Oscar II of Sweden

Today the Government's *only* role in the Nobel Foundation is to appoint one auditor, who is also to be the chairman of the Foundation's auditors.

Among other changes that have occurred in the Statutes are the following:

Until 1968, in principle more than three persons could share a Nobel Prize, but this never occurred in practice. The previous wording of paragraph 4 was: "A prize may be equally divided between two works, each of which may be considered to merit a prize. If a work which is to be rewarded has been produced by two or more persons together, the prize shall be awarded to them jointly." In 1968 this section was changed to read that "In no case may a prize be divided between more than three persons."

In 1974, the Statutes were changed in two respects. The confidential archive material that formed the basis for the evaluation and selection of candidates for the prizes, which was previously closed to all outsiders, could now be made available for purposes of historical research if at least 50 years had elapsed since the decision in question. The other change concerned deceased persons. Previously, a person could be awarded a prize posthumously if he/she had already been nominated (before February 1 of the same year), which was true of Erik Axel Karlfeldt (Literature Prize, 1931) and Dag Hammarskjöld (Peace Prize, 1961). Effective from 1974, the prize may only go to a deceased person to whom it was already awarded (usually in October) but who had died before he/she could receive the prize on December 10 (William Vickrey, 1996 Prize in Economic Sciences in Memory of Alfred Nobel).



Erik Axel Karlfeldt



Dag Hammarskjöld



William Vickrey

Financial Management

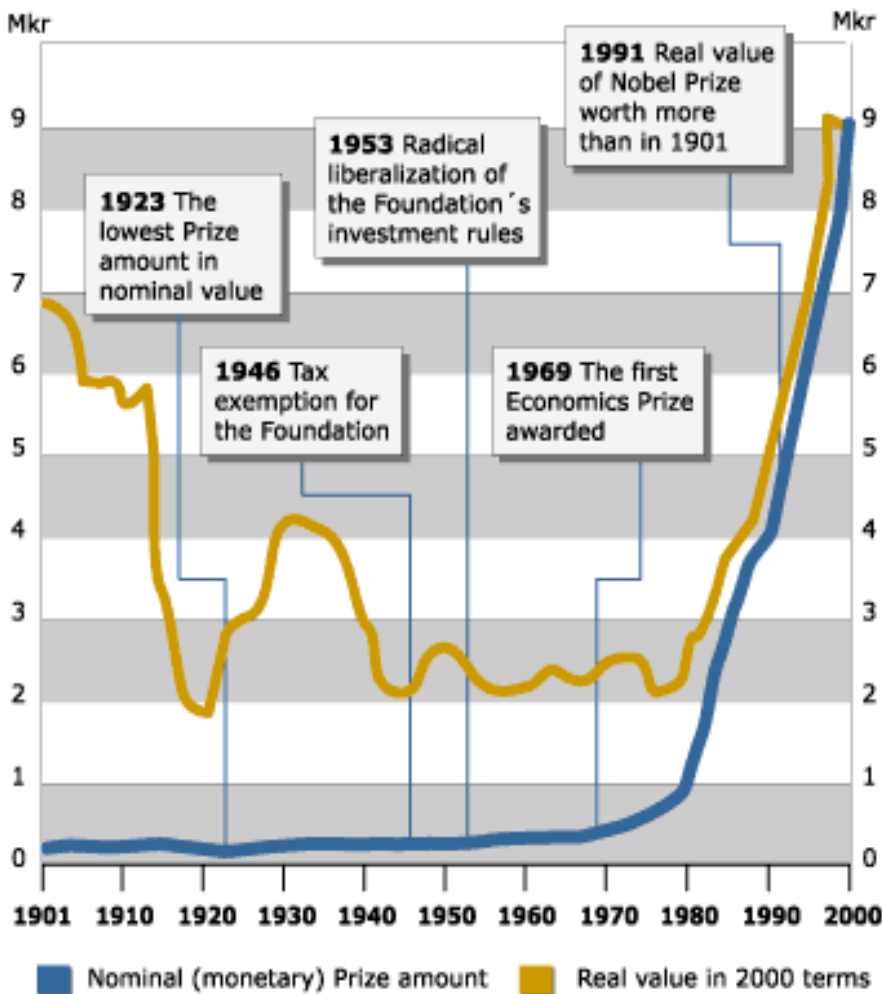
The main task of the Nobel Foundation is to safeguard the financial base of the Nobel Prizes and of the work connected to the selection of the Nobel Laureates.

In its role as a financial manager, the Nobel Foundation resembles an investment company. The investment policy of the Foundation is naturally of the greatest importance in preserving and increasing its



Photo of the check received by Prof. J. C. Kendrew, 1962 Nobel Chemistry Laureate. Nowadays, no checks are given. The prize money is transferred by bank according to the Laureate's wishes.

Diagram comparing the nominal (monetary) Prize amount since 1901 with its real value in 2000 terms - in SEK per unshared prize



The first Nobel Prize in 1901 amounted to SEK 150, 000, equivalent to SEK 6.8 million in 2000 money.

funds, thereby ensuring the size of the Nobel Prizes. During the 1980s, the Foundation experienced a change for the better.

By 1991, the Foundation had restored the Nobel Prizes to their 1901 real value. Today the nominal fund capital of the Nobel Foundation is about SEK 4 billion. In 2000 each of the five Nobel

Prizes as well as the Economics Prize was worth SEK 9 million (about USD 1 million). This is well above the nominal value of the entire original fund, and higher than the real value of the original prizes. Since January 1, 2000, the Nobel Foundation has also been permitted to apply the capital gains from the sale of assets toward the prize amounts. According to Alfred

Nobel's will, only direct return - interest and dividends - could be used for the prize amounts. Capital gains from share management could not previously be used. According to the new rules, return that arises from the sale of Foundation assets may also be used for prize award events and overhead, to the extent that they are not needed to maintain a good long-term prize-awarding capacity. This change is necessary to avoid undermining the value of the Nobel Prizes. The Nobel Foundation may also decide how much of its assets may be invested in shares. In the long term, this may mean that the Foundation can now have a higher percentage of its assets invested in shares, leading to higher overall return and thus larger Nobel Prizes.

The Sveriges Riksbank (Bank of Sweden) established Prize in Economic Sciences in Memory of Alfred Nobel.

On the occasion of its 300th anniversary in 1968, the Bank of Sweden (Sveriges Riksbank) made a large donation to the Nobel Foundation. A Prize in Economic Sciences in Memory of Alfred Nobel has been awarded since 1969.



*The Memorial Prize medal's
obverse*



...and reverse side.

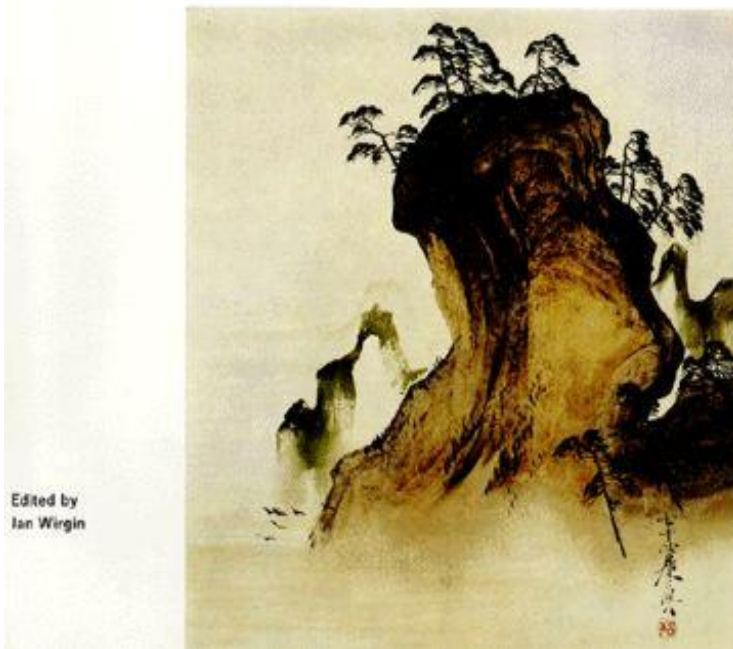
Nobel Symposia

An important addition to the activities of the Nobel Foundation is its Symposium program, which was initiated in 1965 and has achieved a high international standing. Approximately 120 Nobel Symposia, dealing with topics at the frontiers of science and culture and related to the Prize categories, have taken place. Since 1982 the Nobel Symposia have been financed by the Foundation's Symposium Fund, created in 1982 through an initial donation from the Bank of Sweden Tercentenary Foundation and the Knut and Alice Wallenberg Foundation, as well as through grants and royalties received by the Nobel Foundation as part of its informational activities.

Donations and Prizes

Around the world, new international scientific and cultural prizes have been established, directly inspired by the Nobel Prize.

The Georg von Békésy Collection



*Cover of
The Georg von
Békésy Collection
published by the
Nobel Foundation
in 1974.*

Nobel Festivities

The Nobel Foundation is an "investment company" with rather unusual facets. Every year this investment company moves into show business by organizing the Nobel Festivities and numerous related



The first Prize Award Ceremony at the Old Royal Academy of Music in Stockholm (1901).



Crown Prince Carl Gustaf of Sweden (now King), hands over the 1972 Nobel Prize for Literature to Heinrich Böll during the Prize Award Ceremony at the St. Erik International Fair (known today as Stockholm International Fairs) in Älvsjö.

arrangements that take place in December. The Nobel Foundation is responsible for organizing the Nobel Festivities in Stockholm, while in Norway the Norwegian Nobel Committee is in charge of the corresponding arrangements. On December 10, 1901, the Nobel Prizes were awarded for the first time in Stockholm and in Christiania (now Oslo) respectively.

Stockholm

The Prize Award Ceremony in Stockholm took place at the Old Royal Academy of Music during the years 1901-1925.

Since 1926, the Prize Award Ceremony has taken place at the Stockholm Concert Hall with few exceptions.

When the Prize Award Ceremony returned to the Concert Hall in 1973 after an absence of two years, the whole stage setting had changed. The most significant change was that the King and Queen of Sweden and other members of the Royal Family, who had previously

always sat in the front row of the auditorium, were moved up and seated on one side of the stage. The Laureates sat on the other side and members of the Prize-Awarding Institutions behind them. The next change in the stage at the Concert Hall was in 1992. The stage design was now changed to resemble that of the first Prize Award Ceremony held at the Stockholm Concert Hall in 1926. As in 1926, the chairs on the stage were placed in an amphitheatrical grouping. An effort was made by various means to highlight the simplicity of the room and to emphasize the academic nature of the festivities.



Prize Award Ceremony at the Concert Hall in 1926.



Prize Award Ceremony at the Concert Hall in 1973.

Until the early 1930s, the Nobel Banquet took place at the Hall of Mirrors in the Grand Hôtel, Stockholm. In its very first years, 1901 and 1902, the banquet was an exclusive party for men only. Once the Stockholm City Hall had been built, in 1930 a decision was made to hold the Banquet in its fantastic Golden Hall this year and in the future. Over time, the character of the Banquets changed and interest in participating became greater and greater. Starting in 1974, due to the need for more space the Nobel Banquet was moved from the Golden

Hall to the larger Blue Hall of the City Hall, which today accommodates some 1,300 guests.

The first Nobel Prizes after the World War I - the 1919 prizes - were awarded in June the next year in order to give the Festivities an atmosphere of early Swedish summer with sunshine, light and greenery instead of dark December with cold and wet snow.



The Nobel Banquet at the Golden Hall of the Stockholm City Hall in 1973.



The Prize Award Ceremony at the Stockholm Globe Arena in 1919.

Just before and during the war, Adolf Hitler forbade Laureates from Germany - Richard Kuhn (Chemistry, 1938), Adolf Friedrich Johan Butenandt (Chemistry, 1939) and Gerhard Domagk (Physiology or Medicine, 1939) - from accepting their Prizes at that time. However, they received their insignia on later occasions.



*The new stage at the
Concert Hall
in 1992.*



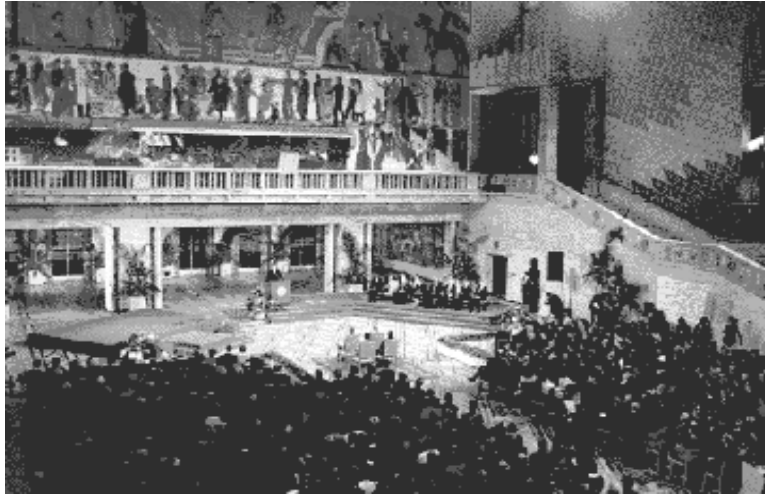
*The Nobel
Banquet at the
Blue Hall of the
Stockholm
City Hall in 1998.*

*Photo: Hans
Pettersson*

In 1956, due to the crisis in Hungary, a smaller, more private dinner at the Swedish Academy replaced the glittering banquet in the City Hall, although the Prize Award Ceremony took place as usual at the Concert Hall.



*Guests at
the Nobel Dinner
at the Swedish
Academy
in 1956.*



*The Peace
Prize Award
Ceremony at the
Oslo City Hall.*

A New Century

After almost a hundred years of existence, the Nobel Prizes - as well as the centenarian Nobel Foundation - have become solid institutions, based on a great tradition since their beginning. The original criticisms aimed at the whole idea of the Nobel Prizes have faded into oblivion. Both in Sweden and in Norway, the awarding of the prizes is regarded as an event of national importance. The Nobel Foundation has now entered a new century, with museum and exhibition projects underway, while being able to look back at its past successes in many fields.

! FOR YOU TO BE DONE

Exercise I. Answer the questions:

1. What is the background of the Nobel Foundation's establishment?
2. What did the Board decide about the buildings of the Nobel Foundation?
3. What are the objectives of the Nobel Foundation?
4. How is the Board represented?
5. What is the role of the Government in the Nobel Foundation?
6. What is the financial management of the Nobel Foundation?
7. What is the nominal capital of the Fund now?
8. What can be used for the Prize amount according to the will?

9. What Symposia are held by the Nobel Foundation?
10. How are the Nobel Festivities organized?
11. Where does the ceremony of award take place?

Exercise II. *With what events and activities of the Nobel Foundation are these dates connected?*

June, 2000	1995
1901	Until 1968
10, 1896	In 1968
April 26, 1897	1974
1898	300 th anniversary in 1968
June 29, 1900	Since 1969
December 19, 1918	

Q RENDER THE TEXT FROM RUSSIAN INTO ENGLISH

USING INFORMATION GIVEN ABOVE

Нобелевские премии, ежегодные международные премии, названы в честь их учредителя, шведского инженера-химика, изобретателя и промышленника Альфреда Бернхарда Нобеля.

Согласно завещанию Нобеля, оставшийся после его смерти капитал составил Нобелевский фонд (первоначально свыше 31 млн. шведских крон); эти средства были помещены в акции, облигации и займы, доход от которых ежегодно делится на 5 равных частей и присуждается за работы в области физики, химии, физиологии или медицины, литературы, а также за деятельность по укреплению мира. В 1968 Государственный банк Швеции по случаю своего 300-летия учредил ежегодную премию памяти Нобеля за работы в области экономических наук (присуждается на тех же основаниях и в том же размере).

Нобелевская премия состоит из золотой медали с изображением А. Нобеля и соответствующей надписью, диплома и

чека на установленную денежную сумму, размер которой зависит от прибылей Нобелевского фонда (как правило, от 30 до 70 тыс. долларов).

Присуждение Нобелевской премии, согласно завещанию Нобеля, поручено: Королевской Академии Наук в Стокгольме (по физике, химии, мемориальная премия по экономике), Королевскому Каролинскому медико-хирургическому институту в Стокгольме (по физиологии или медицине) и Шведской академии в Стокгольме (по литературе); в Норвегии Нобелевский комитет норвежского Парламента, специально им назначаемый, присуждает Нобелевскую премию за деятельность по укреплению мира.

Нобелевские премии присуждаются кандидатам независимо от их расы, национальности, пола и вероисповедания за новейшие достижения в упомянутых областях и за более ранние работы, если их значение стало очевидным позднее. Все премии, кроме премии мира, могут присуждаться только индивидуально (т. е. отдельным лицам) и только один раз. В виде исключения Нобелевская премия была присуждена дважды М. Склодовской-Кюри (в 1903 и в 1911), Л. Поллингу (в 1954 и 1962) и Дж. Бардину (в 1956 и 1972). Как правило, посмертно Нобелевские премии не присуждаются.

Правом выдвижения кандидатур на соискание Нобелевских премий пользуются только физические лица, а не организации, круг которых определен положением о каждом виде Нобелевской премии (например, такое право имеют нобелевские лауреаты). В области физики, химии и экономики, физиологии или медицины в разовом порядке правом выдвижения наделяются компетентные лица в различных странах (по 6 человек для каждой области науки). Королевская Академия Наук и Королевский Каролинский медико-хирургический институт конфиденциально выбирают этих

лиц каждый год для выдвижения кандидатур на будущий год. Предложения о кандидатурах направляются до 1 февраля в соответствующие 6 комитетов (по премиям в области физики, химии и экономики в Королевскую Академию Наук, по премиям в области физиологии или медицины в Королевский Каролинский медико-хирургический институт, по премиям в области литературы - в Шведскую академию и по премиям за укрепление мира в норвежский Парламент).

Обсуждение представленных работ и голосование проходят в обстановке строгой секретности, разногласия по кандидатурам в протоколы заседаний не заносятся. В прессе публикуются лишь решение и краткая его мотивировка (по премиям мира мотивировка не даётся). Решения о присуждении премий обжалованию или отмене не подлежат.

Торжественные церемонии вручения Нобелевских премий проводятся в Стокгольме и Осло 10 декабря, в годовщину смерти Нобеля – в так называемый День Нобеля (в Швеции – это официальный день поднятия государственного флага). По установившейся традиции шведский король вручает золотые медали лауреатам в Стокгольме, а норвежский король присутствует на церемонии в Осло. По положению лауреат Нобелевской премии должен в течение 6 месяцев после ее получения выступить с так называемой Нобелевской лекцией, как правило, в Стокгольме или в Осло.

Первые Нобелевские премии были присуждены в 1901; в 1901–1903; в общей сложности было присуждено более 300 Нобелевских премий. Среди лауреатов Нобелевской премии выдающиеся учёные: в области физики – В. Рентген (1901), М. Планк (1918), А. Эйнштейн (1921), Н. Бор (1922), П. Дирак, Э. Шрёдингер (1933), Э. Ферми (1938); в области химии – Э. Резерфорд (1908), Ф. Гриньяр (1912), И. Ленгмюр (1932), Ф. и И.

Жолио-Кюри (1935), П. Дебай (1936), С. Хиншелвуд (1956), Я. Гейровский (1959), Дж. Натта и К. Циглер (1963); в области физиологии или медицины – И.П. Павлов (1904), Р. Кох (1905), И.И. Мечников (1908), К.Ландштейнер (1930), А. Флеминг (1945), Ф. Крик и Дж. Уотсон (1962), К. Лоренц и Н. Тинберген (1973). Среди лауреатов Нобелевской премии по литературе: Р. Тагор (1913), Р. Роллан (1915), А. Франс (1921), Б. Шоу (1925), Т. Манн (1929), Дж. Голсуорси (1932), И.А. Бунин (1933), Э. Хемингуэй (1954), А. Камю (1957), П. Неруда (1971); среди лауреатов Нобелевской премии мира: Ф. Нансен (1922), А. Швейцер (1952), М. Лютер Кинг (1964).



**FOR YOUR INFORMATION:
NOBEL PRIZE LAUREATES WITH RUSSIAN ROOTS**



Zhores I. Alferov was born in 1930. The Prize for developing semiconductor heterostructures used in high-speed and optoelectronics
(2000, physics).

Mikhail Sergeyevich Gorbachev was born in 1931. The Prize for his leading role in the peace process which today characterizes important parts of the international community (1990, peace).



Nycolay Gennadiyevich Basov (1922 - 2001) was born in Russia, near Voronez. The Prize for fundamental work in the field of quantum electronics, which has led to the construction of oscillators and amplifiers, based on the maser-laser principle (1964, physics).

Bellow Saul was born in a family of emigrants from Russia in 1915. The Prize for the human understanding and subtle analysis of contemporary culture that are combined in his work (1976, literature).



Herbert C. Brown was born in a family of emigrants from Russia in 1912. The Prize for his development of the use of boron-and phosphorus-containing compounds, respectively, into important reagents in organic synthesis (1979, chemistry).

Ivan Alekseyevich Bunin (1870 - 1953). He was born in Voronez, Russia. The Prize for the strength with which he has carried on the classical Russian traditions in prose writing (1920, literature).



Selman Abraham Waksman (1888 – 1973). He was born in Priluki, Ukraine. The Prize for his discovery of streptomycin, the first antibiotic effective against tuberculosis (1952, physiology and medicine).

Sir John R. Vane was born in a family of emigrants from Russia in 1927. The Prize was awarded jointly to Sune K. Bergstrum, Bengt I. Samuelsson and sir John R. Vane for their discoveries concerning prostaglandins and related biological active substances (1982, physiology and medicine).



Dennis Gabor (1900 - 1979). He was born in Budapest (Hungary). His father was a grandson of an emigrant from Russia. The Prize for his invention and development of the holographic method (1971, physics).

Donald A. Glaser was born in 1926 in a family of an emigrant from Russia. The Prize for the invention of the bubble chamber (1960, physics).



Sheldon L. Glashow, one of the sons of emigrants from Belarus. He was born in 1932. The Prize was divided equally between Sheldon Weinberg and S.L.Glashow for their contributions to the theory of the unified weak and electromagnetic interaction between elementary particles, including inter alia the prediction of the weak neutral current (1979, physics).

Melvin Calvin was born in 1911 in the family of an emigrant from Russia. The Prize for his research on the carbon dioxide assimilation in plants (1961, chemistry).



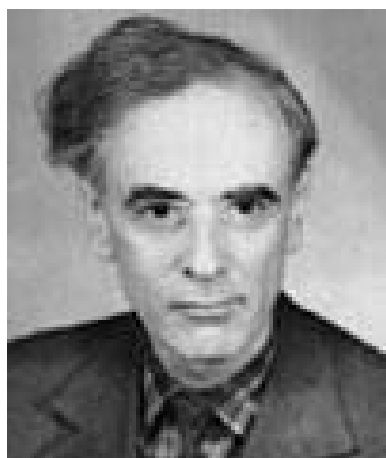
Leonid Vitaliyevich Kantorovich (1912 - 1986). He was born in Saint-Petersburg, Russia. The Prize was awarded jointly to Leonid Vitaliyevich Kantorovich and Tjalling C. Koopmans for their contributions to the theory of optimum allocation of resources (1975, economics).

Pyotr Leonidovich Kapitsa (1894 – 1984) was born in Kronshtadt, Russia. The Prize was divided, one half being awarded to him for his basic inventions and discoveries in the area of low-temperature physics
(1978, physics).



Stanley Cohen was born in 1922 in a family of emigrants from Russia. The Prize was awarded jointly to Stanley Cohen and Rita Levi-Montalcini for their discoveries of growth factors **(1986, physiology and medicine).**

Simon Kuznets (1901 - 1985) was born in Harkov, Ukraine. The Prize for his empirically founded interpretation of economic growth which has led to new and deepened insight into the economic and social structures and process of development **(1971, economics).**



Lev Davidovich Landau (1908 –1968) was born in Baku, Russia. The Prize for his pioneering theories for condensed matter, especially liquid helium
(1962, physics).

Wassily Leontief was born in 1906 in Saint-Petersburg, Russia. The Prize for the development of the input-output method and for its application to important economic problems (1973, economics).



Andre Lwoff was born in 1902 in a family of emigrants from Russia. The Prize was awarded jointly to him, François Jacob and Jacques Monod for their discoveries, concerning genetic control of enzyme and virus synthesis (1965, physiology and medicine).

Ilya Ilych Mechnikov (1845–1916) was born in a village Ivanovka, Russia. The Prize was awarded jointly to him and Paul Ehrlich in recognition of their work on immunity (1908, physiology and medicine).



Daniel Nathans was born in 1928 in a family of emigrants from Russia. The Prize was awarded jointly to him and Werner Arber, Hamilton O. Smith for the discovery of enzymes and their application to problems of molecular genetics (1978, physiology and medicine).

Ivan Petrovich Pavlov (1849 - 1936) was born in Rjazan, Russia. The Prize was awarded to him in recognition of his work on the physiology of digestion, through which knowledge on vital aspects of the subject has been transformed and enlarged
(1904, physiology and medicine).



Boris Leonidovich Pasternak (1890 - 1960) was born in Moscow, Russia. He was prized for his important achievements both in contemporary lyrical poetry and in the field of the great Russian epic tradition
(1958, literature).

Ilya Romanovich Prigogine was born in Moscow in 1917. The Prize for his contributions to non-equilibrium monodynamics, particularly the theory of dissipative structures **(1977, chemistry).**



Aleksandr Mikhailovich Prokhorov was born in 1916 in a family of emigrants from Russia. The Prize was divided, one half being awarded to him and to Nicolay Gennadiyevich Basov for fundamental works in the field of quantum electronics, which have led to the constructions of oscillators and amplifiers based on the maser-laser principle
(1964, physics).

Andrey Dmitrievich Sakharov (1921 - 1989) was born in Moscow, Russia. The Prize for fearless support of fundamental principles of peace between peoples and for fight with corruption in government and with any forms of suffocation of human rights (**1975, peace**).



Aleksandr Isaevich Solzhenitsyn was born in Kislovodsk in 1918. The Prize for the ethical force with which he has pursued the indispensable traditions of Russian literature (**1970, literature**).

Igor Yevgenyevich Tamm (1895 – 1971), was born in Vladivostok, Russia. The Prize for the discovery and the interpretation of the Cherenkov effect. (**1958, physics**).



Ilja Mikhailovich Frank (1908 -1990) was born in Saint-Petersburg, Russia. The Prize for the discovery and the interpretation of the Cherenkov effect (**1958, physics**).

Sir Ernst Boris Chain (1906 - 1979). His father was an emigrant from Russia. The Prize was awarded jointly to him and to Sir Alexander Fleming for the discovery of penicillin and its curative effect in various infectious diseases (1945, physiology and medicine).



Pavel Alekseyevich Cherenkov (1904 - 1990) was born in Novaja Chigla near Voronez, Russia. The Prize for the discovery and the interpretation of the Cherenkov effect (1958, physics).

Michail Alexandrovich Sholokhov (1905 - 1984). He was born in Kruzilin village, near Rostov, Russia. The Prize for the artistic power and integrity with which, in his epic of the Don, he has given expression to a historic phase in the life of Russian people (1965, literature).



Speak about one of the Nobel prize winners

••

СИЛА СЛОВА:

Всегда ли речь идет о национальных особенностях, когда перед словом стоит прилагательное, обозначающее национальную принадлежность? Проверь себя, знаешь ли ты значение данных идиом?

1. **Greek gift** – подарок А: дорогой; Б: скромный; В: опасный; Г: антикварный.

2. **Irish coffee** – кофе А: без сахара; Б: со сливками и виски; В: с молоком; Г: без кофеина.
 3. **Welsh uncle** – А: богатый дядюшка; Б: незванный гость; В: аферист; Г: дальний родственник.
 4. **English breakfast** – А: очень ранняя еда; Б: плотный завтрак; В: завтрак второпях; Г: холодные остатки еды.
 5. **Egyptian darkness** – А: сумерки; Б: затемнение; В: кромешная тьма; Г: затмение.
 6. **Turkish delight** – А: красивая девушка; Б: рахат-лукум; В: кальян; Г: турецкий табак.
 7. **Indian summer** – А: золотая осень; Б: очень жаркое лето; В: дождливая пора; Г: середина лета.
 8. **Swiss roll** – А: самокат; Б: дорожный каток; В: морская качка; Г: сладкий рулет.
 9. **French window** – А: решетчатое окно; Б: иллюминатор; В: застекленные двери в сад или на балкон; Г: глазок.
 10. **German silver** – А: нержавеющей сталь; Б: мельхиор; В: серебро, мелочь; Г: бижутерия.
 11. **Russian roulette** – А: смертельно опасная игра; Б: мясной рулет; В: карточная игра; Г: измерительная рулетка.
-

ОТВЕТЫ:

1. **Greek gift** – В: подарок, таящий в себе опасность, дары данайцев.
2. **Irish coffee** – Б: сладкий кофе с добавлением виски и взбитых сливок.
3. **Welsh uncle** – Г: дальний родственник
4. **English breakfast** – Б: плотный завтрак с горячим блюдом.
5. **Egyptian darkness** – В: кромешная тьма, тьма египетская (библ.).

6. **Turkish delight** – Б: рахат-лукум.
7. **Indian summer** – А: золотая осень, “бабье лето”.
8. **Swiss roll** – Г: бисквитный рулет с начинкой из джема или крема.
9. **French window** – В: застекленные двери, выходящие в сад или на балкон.
10. **German silver** – Б: мельхиор.
11. **Russian roulette** – А: смертельно опасная игра, “русская рулетка” (пари на выстрел в висок из пистолета, в котором из шести зарядов пять холостые).

Make up sentences with these idioms.

UNIT VI

SIR WINSTON CHURCHILL: **THE FIGHTING STATESMAN.**

“Prisoner of War! That is the least unfortunate kind of prisoner to be, but it is nevertheless a melancholy state. You are in the power of your enemy. You owe your life to his humanity, and your daily bread to his compassion. You must obey his orders, go where he tells you, stay where you are bid, await his pleasure, possess your soul in patience. Meanwhile the war is going on, great events are in progress, fine opportunities for action and adventure are slipping away. Also the days are very long. Nothing amuses you. Reading is difficult; writing impossible. Life is one long boredom from dawn till slumber.”

Thus wrote Sir Winston Churchill of the time when he was captured and held prisoner by the Boers in the South African War.

His list of things regretted makes a rounded description of the character of the man who wrote it – proud, courageous, energetic, with a zest for the struggle and a fine dramatic sense of history in the making. A man of action rather than a philosopher.

At the time of his capture Winston Churchill was a non-combatant, acting as war correspondent for the *Morning Post*.

Winston Leonard Spencer Churchill was born on November 30, 1874, in Blenheim Palace, the seat of his grandfather, the Duke of Marlborough. A red-haired, snub-nosed child, he spent his early years in Dublin where his father, Lord Randolph Churchill, was secretary to the Duke, who had been appointed Lord-Lieutenant of Ireland.

At the age of seven he was sent to a private school and then to Harrow where he remained until he entered Sandhurst. From his earliest days he had a deeply rooted objection to learning Latin and in consequence remained for three years under the same English master who gave him a thorough grounding in that difficult language. It is probably this teacher we have to thank for the magnificent prose which was later to do so much to inspire the British nation in time of war.

Winston Churchill entered Sandhurst in 1893. The threat of Latin was left behind and he began to learn things for which he could see the use – practical things which were directly related to the life he was to live. Now that he could see the purpose and the goal, his inheritance began to reveal itself. He passed out of Sandhurst eighth in a list of a hundred and fifty.

The closing years of the 19th century did not hold much promise for the ambitious soldier. Britain was at peace. He applied for and obtained permission to go to Cuba where a revolution was in progress. The scheme was to attend as an official observer and so gain experience of war. To help pay his expenses he contracted with the *Daily Graphic* to act as their correspondent.

Returning to England from Cuba, where he had been under fire and become one of the very few junior officers to sport a campaign ribbon – the Spanish Order of Military Merit (1st class), he rejoined his regiment which was on its way to India.

In Bombay harbour, eager to be the first ashore, he hired a small boat and he dislocated his shoulder as the boat fell on the rough sea. The injury was not serious, but it left a weakness which was to last throughout his life. It did not prevent him however from playing polo, the main occupation of the peacetime Army in India. The long afternoons when it was too hot for exercise he spent in reading. Like so many great men Winston Churchill was a “late developer” and in the long Indian afternoons, at the age of twenty-two, he began to make up for the learning he had refused at school.

He had not been in India very long when trouble started on the North-West Frontier, where the fierce Pathans waged a war against the British. Keen as always to be in the fight, Second-Lieutenant Churchill applied for an attachment to the Bengal Lancers and with them saw action in the wild rocky blazing passes and narrow gorges of the Afghan border.

Once the Dervishes were defeated, Winston Churchill, now more interested in journalism than in soldiering, decided to leave the army and stand for Parliament. A novel which he had written while in India had been accepted by a publisher and there was a book to be written on the recent war. His future as a writer and politician seemed more exciting, and promised to be more rewarding, than that of a soldier in a peacetime army.

Although his escape from the Boers had made Winston Churchill famous and set his feet firmly on the rungs of a political career, the excitement of the escape had left him with a desire to be in the Army again. He obtained a commission in the South African Light Horse. With them he fought through the rest of the South African War and only when peace was assured did he return to England to enter Parliament.

The rest of Winston Churchill's public life is part of England's history. First Lord of the Admiralty in the 1914-18 War and Commander-in-Chief in the Second World War, his record of service to the nation has spanned six reigns. He became a Member of Parliament in the reign of Queen Victoria, he was a Minister under both her son Edward VII and her grandson, George V. Under her great-grandson George VI he led his country to victory in the Second World War, and under her great-great-granddaughter Elizabeth II he served as Prime Minister until his retirement in 1955.

But the end of the Boer War had not meant the last of fighting for Winston Churchill. He left political office to serve in the trenches in the First World War, and remained in London throughout the worst of the attacks by Nazi bombers in the Second. It was only by a direct order from the King that he was prevented from crossing with the troops to liberate France in June, 1944. He was now far too valuable a man to risk in battle.

Of Sir Winston Churchill's statesmanship and service to the free world there is no doubt, and as an historian and biographer his fame is built on sure foundations. He is also a painter of no mean achievement. His pictures have been hung in the Royal Academy and are valued by private collectors.

Above all, it is as an inspiration to the British nation that he will be remembered. It was his fighting spirit that rallied the people of Britain in their direst need.

When he died in 1965 at the age of 90 the whole world mourned his passing and he was given a state funeral. He is buried at Bladon Churchyard, Oxfordshire, near his birthplace at Blenheim Palace.

! FOR YOU TO BE DONE

Exercise I. *Find the Russian meaning of the following words and word combinations and learn it:*

Inheritance; to reveal; escape; to capture; boredom; a zest for the struggle; deeply rooted objections; in consequence; expenses; to contract; to rejoin; regiment; reward; to set feet firmly on the rungs of a political career; peace was assured; the reign; retirement; to liberate; a painter of no mean achievement; inspiration.

Exercise II. *Translate paying attention to grammar:*

1. That is the least unfortunate kind of prisoner to be.
2. Meanwhile the war is going on.
3. His list of things regretted makes a rounded description of the character of the man who wrote it.
4. It is probably this teacher we have to thank for the magnificent prose which was later to do so much to inspire the British nation in time of war.
5. He began to learn things for which he could see the use - practical things which were directly related to the life he was to live.
6. He began to make up for the learning he had refused at school.

7. His future as a writer and politician seemed more exciting, and promised to be more rewarding, than that of a soldier in a peacetime army.
8. Off he set in high spirit.
9. Only when peace was assured did he return to England to enter Parliament.
10. It was his fighting spirit that rallied the people of Britain in their direst need.

Exercise III. *Comment on the following using information from the text:*

1. A man of action rather than a philosopher.
2. When he could see the purpose and the goal his inheritance began to reveal itself.
3. The closing years of the 19th century did not promise much for the ambitious soldier.
4. Like so many great men Winston Churchill was a “late developer”.
5. His public life is the part of England’s history.
6. His record of service to the nation has spanned six reigns.
7. He was now far too valuable a man to risk in battle.
8. When he died the whole world mourned his passing.

Exercise IV. *Make the sentences complete.*

1. Winston Churchill was born on... in... .
2. His grandfather was... and his father was
3. He was from a noble family... .
4. He was sent to a private school at
5. Then he studied at
6. He entered Sandhurst in
7. He passed it out in ... being the ... in a list of
8. He was an ambitious soldier so he applied to go to Cuba
9. Then he took part in military actions in
10. His escape from the Boers set

11. After ... he decided to leave the Army and
12. He decided to enter the Parliament when
13. He became a Member of Parliament in
14. He was a Minister in
15. He served as Prime Minister until
16. He died in
17. He is buried at
18. His life is a part of

TEXT 2.

KOFI ANNAN

The Norwegian Nobel Committee has decided to award the Nobel Peace Prize for 2001 in two equal portions - to the United Nations (UN) and to its Secretary-General, Kofi Annan, for their work for a better organized and more peaceful world.

For one hundred years, the Norwegian Nobel Committee has sought to strengthen organized cooperation between states. The end of the cold war has at last made it possible for the UN to perform more fully the part it was originally intended to play. Today the organization is at the forefront of efforts to achieve peace and security in the world, and of the international mobilization aimed at meeting the world's economic, social and environmental challenges.

Kofi Annan has devoted almost his entire working life to the UN. As Secretary-General, he has been pre-eminent in bringing new life to the organization. While clearly underlining the UN's traditional responsibility for peace and security, he has also emphasized its obligations with regard to human rights. He has risen to such new challenges as HIV/AIDS and international terrorism, and brought about more efficient utilization of the UN's modest resources. In an organization that can hardly become more than its members permit, he has made clear that sovereignty can not be a shield behind which member states conceal their violations.

Oslo, 12 October, 2001

Kofi Annan – Biography

Kofi A. Annan of Ghana, the seventh Secretary-General of the United Nations, is the first to be elected from the ranks of UN staff. His first five-year term began on 1 January 1997 and, following his subsequent re-appointment by the UN Member States, he will begin a second five-year term on 1 January 2002.

As Secretary-General, Mr. Annan has given priority to revitalizing the UN through a comprehensive programme of reform; strengthening the Organization's traditional work in the areas of development and the maintenance of international peace and security; advocating human rights, the rule of law and the universal values of equality, tolerance and human dignity; restoring public confidence in the Organization by reaching out to new partners and, in his words, by "bringing the United Nations closer to the people". The Secretary-General has also taken a leading role in mobilizing the international community in the battle against HIV/AIDS, and more recently against the global terrorist threat.

Born in Kumasi, Ghana, on 8 April 1938, Mr. Annan studied at the University of Science and Technology in Kumasi and completed his undergraduate work in economics at Macalister College in the United States in 1961. From 1961 to 1962, he undertook graduate studies in economics at the Institut universitaire des hautes études internationales in Geneva. As a 1971-1972 Sloan Fellow at the Massachusetts Institute of Technology, Mr. Annan received a Master of Science degree in management.

Mr. Annan joined the UN in 1962, working for the World Health Organization in Geneva, where he later also served with the Office of the UN High Commissioner for Refugees. At UN Headquarters in New York, Mr. Annan held senior positions in a diverse range of areas, including human resources management (1987-1990), budget and finance (1990-1992), and peacekeeping (March 1992-December 1996).

He was Under-Secretary-General for Peacekeeping at a time when nearly 70,000 military and civilian personnel were deployed in UN operations around the world.

Before becoming Secretary-General, Mr. Annan received a number of special assignments. In 1990 he facilitated the repatriation of international staff and citizens of Western countries from Iraq after it invaded Kuwait. He subsequently led initial negotiations with Baghdad on the sale of oil to fund humanitarian relief. From November 1995 to March 1996 Mr. Annan served as the Secretary-General's Special Representative to the former Yugoslavia. As Secretary-General, Mr. Annan has used his good offices in several delicate political situations, including an attempt in 1998 to gain Iraq's compliance with Security Council resolutions, as well as a mission that year to promote the transition to civilian rule in Nigeria. In 1999 he helped to resolve the stalemate between Libya and the Security Council, and to force an international response to violence in East Timor. In 2000, he certified Israel's withdrawal from Lebanon. Since the renewed outbreak of violence in the Middle East in September 2000, he has worked to encourage Israelis and Palestinians to resolve their differences through negotiations based on Security Council resolutions and the principle of "land for peace".

The Secretary-General has strengthened partnerships with civil society, the private sector and others outside of government whose strengths complement those of the UN. He has called for a "Global Compact" to encourage businesses to respect standards relating to the environment, employment laws and human rights. In April, 2000, he issued a report on the UN's role in the 21st century, outlining actions needed to end poverty and inequality, improve education, cut HIV/AIDS, safeguard the environment and protect peoples from violence. The report formed the basis of the Millennium Declarations adopted by national leaders attending the UN Millennium Summit that September.

Calling the HIV/AIDS epidemic his "personal priority", the Secretary- General issued a "Call to Action" in April, 2001, proposing the establishment of a Global AIDS and Health Fund, which has since received some \$ 1.5 billion in pledges and contributions.

Since the terrorist attacks hit the United States on 11 September 2001, the Secretary-General has played a leading role in galvanizing global action through the General Assembly and the Security Council to combat terrorism. The Secretary-General has received honorary degrees from universities in Africa, Asia, Europe and North America, as well as a number of other prizes and awards for his contributions to the aims and purposes of the United Nations.

The Secretary-General is fluent in English, French and several African languages. He is married to Nane Annan, of Sweden, a lawyer and painter who has a great interest in understanding the work of the United Nations. Two issues of particular concern to her are HIV/AIDS and education for women. She has also written a book for children about the United Nations. The Annans have three children.

! FOR YOU TO BE DONE

Exercise I. Write *Kofi Annan's short biography of 150-180 words of the kind you would expect to find in an encyclopedia. Organize your text as shown below.*

KENNEDY John F. (1917 – 63)

- | | |
|------|--|
| 1917 | Born Brookline, Massachusetts USA
Educated at Harvard
World War 2 Served in Navy |
| 1946 | Elected to House of Representatives |
| 1952 | Elected to Senate |
| 1960 | Elected President of the USA (Democrat). Defeated Nixon (Republican). Became first catholic President and youngest president (44 years old). |

1960/63 Established Peace Corps (Organization for sending young volunteers to work overseas). Increased finance available for space programme. Introduced Civil Rights Bill, Racial discrimination and segregation illegal. Took US through Cuban missile crisis.

1963 Shot dead in Dallas, Texas by Lee Harvey Oswald

Summary *Will be remembered for his youthful idealism, support of civil rights and untimely death.*

Exercise II. Characterize Kofi Annan as a personality. Here are some ideas for you:

Clever, honest, flexible, sociable, punctual, extravagant, creative, hardworking, cheerful, kind, reliable (in business), caring, romantic, quiet, modest, well-educated, well-organized, determined, self-centered, conservative, noisy, easy-going, worldly-wise.

You can also use some intensifiers:

Very, really, quite, fairly, a bit.

Q RENDER THE INFORMATION FROM RUSSIAN INTO ENGLISH:



ГАГАРИН Юрий Алексеевич (1934-1968) – космонавт СССР, полковник, Герой Советского Союза (1961), лётчик-космонавт СССР (1961). Первый человек, совершивший полёт в космос.

Родился в семье колхозника в городе Гжатске, Смоленской области. В 1941 начал учиться в средней школе села Клушино, но учёбу прервала война. После окончания войны семья Гагариных переехала в Гжатск, где Гагарин продолжал учиться в средней школе. В 1951 он с отличием окончил ремесленное училище в подмосковном городе Люберцы (по специальности формовщик-

литейщик) и одновременно школу рабочей молодёжи. В 1955 также с отличием окончил индустриальный техникум и аэроклуб в Саратове и поступил в 1-е Чкаловское военное авиационное училище лётчиков им. К. Е. Ворошилова, которое окончил в 1957. Затем служил военным лётчиком в частях истребительной авиации Северного флота. В 1960 году прошел по конкурсу в первый отряд космонавтов; с 1961 - его командир. В 1968 с отличием окончил военно-воздушную инженерную академию им. Н.Е.Жуковского. 12.04.1961 совершил первый в истории человечества космический полёт (на космическом корабле «Восток»). За 1 ч 48 минут космический корабль с человеком на борту облетел земной шар и благополучно приземлился в Саратовской области.

После полёта Гагарин непрерывно совершенствовал своё мастерство как лётчик-космонавт, а также принимал непосредственное участие в обучении и тренировке экипажей космонавтов, в руководстве полётами космических кораблей «Восток», «Восход», «Союз». В 1964-68 заместитель начальника Центра подготовки космонавтов. Гагарин вёл большую общественно-политическую работу, являясь депутатом Верховного Совета СССР 6-го и 7-го созывов, член ЦК ВЛКСМ (избран на 14-м и 15-м съездах ВЛКСМ), президентом Общества советско-кубинской дружбы. С миссией мира и дружбы он посетил многие страны. С 1966 Гагарин являлся почётным членом Международной академии астронавтики. Награжден орденом Ленина и медалями СССР, а также орденами многих стран мира. Ему присвоены звания Герой Социалистического Труда ЧССР, Герой НРБ, Герой Труда СРВ.

Гагарин трагически погиб в авиационной катастрофе вблизи деревни Новоселово Киржачского района Владимирской области при выполнении тренировочного полёта на самолёте (вместе с лётчиком Серегиным). В целях увековечения памяти Гагарина

город Гжатск переименован в город Гагарин. Имя Гагарина присвоено Военно-воздушной академии в Монино. Учреждена стипендия имени Ю.А. Гагарина для курсантов военных авиационных училищ. Международной авиационной федерацией (ФАИ) учреждена медаль имени Ю. А. Гагарина. Имя Гагарина носят Центр подготовки космонавтов СССР, научно-исследовательской судно АН СССР, учебные заведения, улицы и площади многих городов мира. В Москве, Гагарине, Звёздном городке, Софии воздвигнуты памятники космонавту; мемориальный дом-музей в Гагарине. Именем Гагарина назван кратер на Луне.

Урна с прахом Гагарина находится на Красной площади в Кремлёвской стене.

••

СИЛА СЛОВА:

Время неумолимо движется вперед, человечество приближается все к новым открытиям. Все на Земле находится в движении... А какие глаголы обозначают характер передвижения человека?

1. **jog** - А: рвануться с места; Б: идти быстрым шагом; В: бежать трусцой; Г: идти, увязая по песку, снегу.
2. **spring** – А: прыгнуть; Б: кружиться; В: ковылять; Г: брести.
3. **dart** – А: продвигаться вперед; Б: взбираться наверх; В: шествовать; Г: ринуться.
4. **shuffle** – А: идти, шаркая ногами; Б: идти толпой; В: наталкиваться; Г: промчаться с шумом.
5. **bustle** – А: скользить; Б: идти, пританцовывая; В: суетиться; Г: нестись в спешке.
6. **pace** – А: расхаживать взад и вперед; Б: волочить ноги; В: мчаться; Г: идти неслышным шагом.

7. **sneak** – А: гордо вышагивать; Б: ступать; В: ковылять, учиться ходить; Г: красться.
 8. **stagger** – А: метнуться; Б: идти нетвердой походкой; В: слоняться; Г: карабкаться.
 9. **stumble** – А: протискиваться; Б: идти строем; В: спотыкаться; Г: идти плавной походкой.
 10. **wander** – А: бродить; Б: идти гуськом; В: идти вразвалку; Г: отступить назад.
 11. **trot** – А: маршировать; Б: семенить; В: спастись бегством; Г: тянуться в хвосте.
-

ОТВЕТЫ:

1. **jog** – В: бежать трусцой, заниматься оздоровительным бегом.
2. **spring** – А: спрыгнуть, прыжком броситься вперед.
3. **dart** – Г: ринуться, рвануться.
4. **shuffle** – А: шаркать, волочить ноги.
5. **bustle** – В: суетиться, метаться в суматохе.
6. **pace** – А: расхаживать взад и вперед, шагать.
7. **sneak** – Г: красться.
8. **stagger** – Б: идти нетвердой походкой, шатаясь.
9. **stumble** – В: спотыкаться.
10. **wander** – А: бродить, блуждать, странствовать.
11. **trot** – Б: семенить, идти быстрым мелким шагом.

\$ TRANSLATE:

1. The boy trotted about the room showing an interest in everything.
2. We wandered round the little harbour town.
3. I stumbled upstairs and dropped into bed.
4. Paul rose heavily and staggered out of the room.
5. That night I sneaked out of my dormitory and crept down the drive.
6. Harold paced nervously up and down the platform.

7. We bustle and he works.
8. The old man slipped on his shoes and shuffled out of the room.
9. She sprang at him and aimed a wild blow at his face.
10. I go jogging in the park before breakfast.
11. The boy darted across the road.

SUPPLEMENT

In 1999 the American company "The Ink Group" published a calendar called "Icons" in which some biographies of the considered Symbols of the past 20th century are given. Read the list and think who else, as you consider, can be added to it.

1. MUHAMMAD ALI (1942–)

"Float like a butterfly, sting like a bee..."

Cassius Clay always knew what he wanted to be. An insatiable joker, from a young age Clay would vow to all that he would triumph as the heavyweight boxing champion of the world. Living a Spartan lifestyle, he easily became the sparkling sportsman he aspired to be. When he achieved Olympic Gold at the age of eighteen, he captured the imagination of both black and white American youth, who admired his talent, bravado and "beee-ooo-ti-ful" face. Inspired by the civil rights movement, he chose the path of an activist under Muslim leader Malcolm X and changed Christian name to Muhammad Ali. He became athletics' most filmed and recognized face and used his fame as a platform to publicly speak out against the Vietnam War. Due to his conscientious objector status, he met with a prison sentence and re nullification of his title. Ali, forever a fighter, won it back in 1974. His bravery today is ever apparent as he deals with Parkinson's disease. The illness has not diminished his strength of character, as evidenced by his stunning, emotion-packed appearance at the opening ceremony of the 1996 Summer Olympics.

2. THE BEATLES

"One with many parts, and always the Beatles"

The Beatles are simply the most influential band of the century. Pioneers of the concept of a leaderless group, The Beatles were all musically unique in their own right. Over their careers, the



Liverpudlian quartet became known to the world on a first name basis - John, Paul, George and Ringo. From its early stages the band developed its own, easily recognizable sound. Hooking up with manager Brian Epstein, they headed for London town

and climbed the charts. Initial hits such as "Love Me Do" led to a rush of classics like "She Loves You" and "I Want To Hold Your Hand." After appearing on The Ed Sullivan Show, **The Beatles** became an overnight international phenomenon. For over a decade they continued to break new musical ground, moving beyond their pop roots into uncharted territory with the use of everything from Indian sitars and music played backwards to symphony orchestras. At their height, John Lennon quipped that The Beatles were "bigger than Jesus" and even today their freshness, popularity and immense legend lives on.

3. CHARLIE CHAPLIN (1889-1977)

“If I talked I would become like any other comedian”

Fondly known for his trademark character The Little Tramp, Charlie Chaplin will always be remembered as an actor who had the ability to subtly blend tragedy with comedy and elevate it to the level of lyricism. Only he, as The Little Tramp, could boil up an old shoe for dinner and eat it with the delicate relish of an epicure, a sufferer of pain and adversity. Chaplin had good reason to sympathize with the downtrodden, having danced on street corners as a boy for spare change.



Naturally talented, Chaplin took the stage in London and soon was snapped up by a Hollywood producer and appeared in 35 silent movies

in his first year. His popularity eventually waned as Chaplin's indulgent private life became too unsavoury and fans found it difficult to reconcile the image of the tattered but plucky tramp with that of a real life millionaire. Turning to a life of reclusion with his wife Oona, Chaplin received a knighthood in 1972 and an honorary Academy Award for lifetime achievement in the film industry.

4. DALAI LAMA (1935-)

"I am a simple Buddhist monk – no more, no less"



As a reincarnation of Chenrezi, the Buddha of Compassion, Jetsun Jamphel Ngawang Lobsang Yeshe Tenzin Gyatso is the fourteenth Dalai Lama of Tibet. This holy leader was discovered in a most unconventional way. The monks and oracles at Lhasa saw a child in a vision, a boy who carried the eight marks of Chenrezi. They searched the kingdom of Tibet, eventually finding the young Dalai Lama in a humble barn. Taken away to study at four, he was set on a pathway to enlightenment. With the overthrow of Tibet by the Chinese Liberation Army in 1949, the Dalai Lama fled to India and has never since returned to his homeland. As a suzerain of his nation he is censured and exiled, as reviled by his political enemies, the Chinese communists, as he is reviled by the rest of the world. Despite the atrocities committed against his subjects he has retained his pacifist views and was awarded the Nobel Peace Prize in 1989.

5. DIANA, PRINCESS OF WALES (1961-1997)

Although stripped of her title she will always be known as «the People's Princess»

When Diana, Princess of Wales died suddenly in a car crash at thirty-six, the world came together in mourning.



Millions grieved not *only* because of her compelling celebrity and the tragedy of a young life denied a future, but because they felt they had come to know her. People around the globe had watched the most photographed woman ever come of age. Her marriage at nineteen to Prince Charles was the spark that reinvigorated the Royal Family's public image. Diana's winsome public persona however was in bold contrast to her interior emotions. Complicated by problems of self-esteem and relentless publicity, her efforts to remake herself coincided with a failed marriage. It ended officially in 1996, the public siding with Diana. A compassionate champion of causes, "The People's Princess" used her fame to shed light on AIDS and the dangers of landmines. Her belief in the value of love perhaps proved her undoing, but her brief shining presence amidst the Royal Family did much to reinvent it.

6. MOHANDAS GANDHI (1869-1948)

“A great revolutionary that peacefully led his nation to independence”

One of the century's greatest revolutionaries, Mohandas Gandhi singularly led India to Independence with his formidable moral force. Remembered for his antimodernist crusades, Gandhi renounced all wealth, always seen in his later years wearing a simple loincloth of undyed, hand-woven material. His political "weapons" were prayer, fasting and nonviolent resistance, a power far more persuasive than the guns and tanks of other freedom fighters. He spent his lifetime devoting himself to the welfare of poverty stricken Indians, advocating that life is sacred and must be respected at any cost. Independence was won from the British in 1947 and was soon followed by Gandhi's assassination by a Hindu fanatic the very next year.



7. MARTIN LUTHER KING (1929-1968)

“I have a dream...”



Fighting against racial prejudice and social inequality, this freedom fighter brought to the world a vision, a world with a united future. Martin Luther King Jr.'s stirring "I Have A Dream" speech, delivered in 1963 to a quarter of a million civil rights activists still resonates today.

Son of a minister, King understood the importance of inspiration and charisma in spreading his gospel of passive resistance in the face of segregation. His steady gaze and patient disposition have become a model for activists around the globe. Like many icons of the twentieth century, King was gunned down, resulting in riots in over a hundred American cities. Still striving for racial equality and social justice for all, many hearts struggle to keep King's legacy alive.

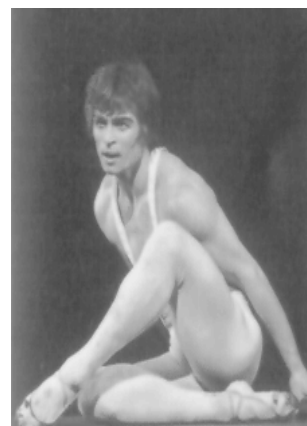
8. RUDOLPH NUREYEV (1938-1993)

The ravenous wolf of classical ballet

Powerful, controlled and pantherlike in movement, this Russian dancer changed the face of classical ballet.

To many, Rudolph Nureyev was a cynical and often disdainful person, but he never once let down his adoring fans. Defecting from the Soviet Union to the West, he radiated excitement. His blazing presence and beautifully proportioned physique brought a rare drama into the formal world of the dance.

Born into the peasant class, Nureyev felt as though his blood ran hotter and faster than most. This untamed talent teamed up at twenty-four with



the disciplined, feminine grace of Dame Margot Fonteyn who coupled well with Nureyev's bold, expressive strength and narcissistic panache. A career incorporating over one hundred roles led to the directorship of the Royal Ballet and the Paris Opera Ballet. Tireless to the end, Nureyev eventually died of AIDS, although this was never publicly acknowledged.

9. JACQUELINE KENNEDY ONASSIS (1929-1994)

“A woman who captivated a nation through her poise, dignity and ability to surmount grief.”



Undisputed queen of a country that claims no royalty, Jacqueline Bouvier Kennedy became the wife of America's youngest and most handsome president, John Fitzgerald Kennedy. Well bred, elegant and as glamorous as the film stars she rivaled, Jacqueline brought her impeccable style to the White House, automatically becoming a role model for a generation of women. After her husband's assassination on November 22, 1963, she endeared herself to all by displaying an immense courage which held America together through the succeeding dark days. Happier times arrived when she married Aristotle Onassis, the Greek shipping magnate, prompting the press to christen her "Jackie O." After seeing her two children into adulthood, on May 19, 1994, at sixty-four, she succumbed to lymphatic cancer. Thousands thronged the streets outside her Manhattan apartment, mourning the loss of a woman who taught a nation to grieve. A woman who captivated a nation through her poise, dignity and ability to surmount grief.

10. ELVIS PRESLEY (1935-1977)

“The undisputed King of Rock and Roll”

Blending rhythm and blues, gospel and country-and-western, Elvis Presley blasted into the 1950s with a back beat and a set of gyrating hips that would jump start an entire generation. Revered as the King of Rock and Roll, Elvis had the ability to appear vulnerable and dangerous at the same time. The startling combination of his leather-jacketed looks and edgy sound created a cultural explosion which empowered teenagers around the globe to rebel. Recognized as the first white to sing "black" songs, Elvis always acknowledged his debt to the African-American music tradition. After a stint in the army, over 30 B-grade movies and a glitzy Vegas period, he divorced his wife Priscilla and retreated into a strange and excessive world. His sequined costumes failing to hide a physique bloated from years of drug abuse, the magnetic performer became a recluse in his mansion, Graceland. When he died of his consuming addictions, flower shops around his hometown of Memphis ran out of stock. And an era came to an end.



11. ELIZABETH TAYLOR (1932-)

“I’ve been through it all baby. I’m mother courage”.



Fame started early on in Elizabeth Taylor's life. The shockingly beautiful, violet-eyed actress was blitzing the screen at the tender age of nine. Memorable film credits range from the touching "National Velvet" to her sultry performance as Maggie the Cat in "Cat on a Hot Tin Roof". Throughout Taylor's career, all of her performances have been captivating, giving her the aura of exotica and credibility.

The flipside is of course Taylor's private life. Surviving eight marriages, the death to AIDS of her close friend Rock Hudson and her brain tumor in 1997, Taylor is one woman who is no stranger to suffering.

12. MOTHER TERESA (1910-1997)

*Devoting herself to the poor, she is known as
“The Saint of the Gutters.”*

On a hot and dusty train ride to Darjeeling, Sister Teresa received a divine call to leave her cloistered life as a history teacher to serve the destitute instead. Arriving in Calcutta, she and her order of twelve nuns, the Missionaries of Charity, commenced living amongst the poor. Her initial offerings were small, the first being the creation of a leper colony under the shade of a tree. Today this service helps 15,000 patients a year. Becoming a mother to the suffering masses, this tiny Albanian-born nun eventually gathered a worldwide family of followers who now care for people with AIDS, battered women, prisoners on death row, the aged, the handicapped, cast-off children and orphans. Mother Teresa's driving energy, on-the-road lifestyle and tough management methods has left a legacy of over 286 houses for the needy, 140 schools and 840 mobile medical clinics. Her religious message to help the less fortunate has left a legacy of hope.



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