



朗文快捷英语丛书 • 阅读

What A Life!

精彩人生

—— 传奇人物故事

3



Pearson
Education

Milada Broukal



中国电力出版社
www.cepp.com.cn



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精彩人生——传奇人物故事3

著：（美）Milada Broukal

责任编辑：王春红

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出版者的话

新的中学英语课程标准（实验稿）不仅对中学生的语言知识和语言技能提出了更高的要求，而且把包括情感态度、学习策略和文化意识等素养在内的全面提高作为英语学习的根本目标。越来越多的教师和学生都意识到，在英语的教与学中，除了始终强调实践的重要性之外，还需要以多种形式培养兴趣和信心，锻炼意志和个性。在我们引进《朗文快捷英语教程》口语系列图书后，广大读者反映，当前与之配套、有益于拓展跨文化交际能力的英语阅读材料在市场上较难找到。为此，我们精选并引进了这套原文包含3册的传记类系列读物《精彩人生——传奇人物故事》。这套书有三个特点。

第一，文化视野宽阔。全书共收录近70位传奇人物的事迹，他们的人生经历、个性风貌迥异，但都对世界的进步作出了重要贡献。这些原汁原味、经过长短取舍的英文传略，不仅可以让读者从语言学习的角度品味文章精华，还可以从历史、世界的角度汲取文化营养。

第二，梯级递进合理。根据文选的长度和难度，这套书按3分册编排，其三个级别为Beginning, High Beginning和Intermediate，可以满足不同程度的读者的需求。例如，第1册的24篇文选每篇为300多个单词，根据我们对该册所选注的约350个词语的分析，其中属于高中需要掌握的词语和超出新课程标准的词语为200个左右，即对初中学生来讲，生词率保持在3%以下。该册可供与初中学生程度相当的读者使用。第2、第3册在文章的长度和词语的难度上都是递进的，可供高中生、上公共英语课的大学低年级学生及与之水平相当的读者使用。

第三，兼顾了课堂学练与自学提高的要求。这套书收录的数十篇文选为读者提供了丰富的英语泛读材料，各单元以文选为中心所配备的单词释义、文章理解、问题讨论、写作训练等系统练习，则满足了学习者课内外的精读需求。使用这套书的读者还会发现，虽然各篇文选独立成章，但作者刻意让较生僻的词语在前后连接的单元中重复出现，这样学习者就可以在科学的指导下轻松地体会到学用合一的成就感。

《英语世界》杂志执行主编高峰先生等对这套书的出版给予了巨大的支持，在百忙之中为全书各篇文选中的关键词语作了注释，并给出了每篇文选的参考译文，在此特致谢忱。在征求了多方面的意见后，我们把3册书的生词短语注释、参考译文和练习答案独立汇编成一册《<精彩人生>注译参考》，以满足教师 and 不同读者群的需要。

我们盼望得到广大读者的使用意见和建议，让《朗文快捷英语丛书》在推动英语学习与普及中发挥更大的作用。

中国电力出版社世纪东方外语部
2002年9月

作者前言

《精彩人生——传奇人物故事》属于初、中级英语读物，这套包含3册的人物传记系列读物是为英语为第二语言或外语的学生编写的。第1分册选入24位人物（12位女性，12位男性）的传略，第2分册选入24位人物（12位女性，12位男性），第3分册选入20位人物（10位女性，10位男性）。他们的背景、经历和才能都很不一样，但无论是19世纪俄罗斯的作曲家，非洲裔的美国拳王，还是年轻的中国美术家，都对世界作出了卓越的贡献。

每一单元围绕一位人物的传略编写，各册书中的传记按人物诞生时间的先后顺序排列。不过，在讲授中可以视情况而采用任何顺序。

每一单元包括：

- 阅读前导
- 阅读文选（3册的各篇分别长约300—350、650—700和1100—1200单词）
- 词语精练
- 理解练习（包括组对练习）
- 问题讨论
- 写作练习

阅读前导 每一单元以所述传奇人物的图片为开篇，其后附有若干读前问答题，目的在于激发学生的阅读兴趣，鼓励学生对阅读内容作猜测，在可能的情况下还让学生与自己的亲身经历相联系。如有必要，此时可给出文中的有关词语。

阅读文选 学生首先应通过个人略读来了解内容梗概，此时教师可对文中的黑体词语作讲解。然后学生应进行更细致的第二次阅读。更深入的阅读可配合以大声的朗读。

词语精练 两套词语练习的重点都针对文选中的黑体词语：词义练习，这是一组定义题，目的是鼓励学生根据上下文来理解词语的意思；应用练习，是为了进一步巩固文中的黑体词语，其方式是让学生在意义明确而可能出现的不同的上下文中使用它们。这一部分可以在阅读文选阶段或其后进行操练，也可以贯串于这两个阶段。

理解练习 每单元包含的练习有**理解内容**、**记忆细节**或**推断**，其后接练习还有**掌握顺序**或**完成句子**。以上练习都是为了从整体或细节方面巩固对课文内容的把握，这些培养阅读技能的练习可以由学生独立完成，也可以通过组对、分小组或由全班来完成。由于这些练习并不是专门用来测试记忆能力的，所以最好是结合课文来完成它们。如果练习是**掌握顺序**，则其后续练习是**讲述故事**；如果练习是**完成句子**，则其后续练习是听写。两种后续练习都需要学生组对口头练习，这时学生可以相互纠正出现的错误。

问题讨论 鼓励学生对与每篇阅读相关联的话题表达自己的观点和联想，还可以对不同文化之间的异同表达看法。

写作练习 鼓励学生写出描述自己生活的简单语句，教师在决定是否改正学生的写作练习时应该注意到每个人的具体情况。《精彩人生》是对历史上最有传奇色彩的一部分人物的精彩介绍。教师还可以借助其他相关书籍、杂志、报纸和音像资料作为课堂讨论的辅助材料。此外，还有许多很好的网站可供选用，下面列出了其中的三个。各网站拥有非常丰富的资料，漫游和浏览也十分简便，无论对学生还是对教师，它们都是极佳的资源。

www.encyclopedia.com——属于一般的网上在线百科全书。

www.biography.com——属于专门介绍人物传记的网站。

www.pathfinder.com/time/time100.com——专门介绍《时代》杂志选出的“20世纪百位最重要人物”的传记。本书中的部分人物，如科学家爱因斯坦、艺术家毕加索、索尼公司的创始人盛田昭夫、《安妮日记》的作者安妮·弗兰克、拳王阿里、球王贝利、戴安娜王妃等，都在“20世纪百位最重要人物”之列。

INTRODUCTION

What A Life! Stories of Amazing People is an intermediate reader. It is the third in a three-book series of biographies for students of English as a second or foreign language. Twenty people have been selected for this book: 10 women and 10 men. Their backgrounds and talents are very different, ranging from a fifteenth-century Italian artist to a brave African American explorer to a Guatemalan political activist. All of them have made significant contributions to the world.

Each unit focuses on one person's biography. The biographies have been arranged in chronological order; however, they can be taught in any order.

Each unit contains:

- A prereading activity
- A reading passage (1100–1200 words)
- Topic-related vocabulary work
- Comprehension exercises
- Discussion questions
- A writing activity

BEFORE YOU READ opens with a picture of the person featured in that unit. Prereading questions follow. Their purpose is to motivate students to read, encourage predictions about the content of the reading, and involve the students' own experiences when possible. Vocabulary can be presented as the need arises.

The **READING** passage should be first done individually, by skimming for the general content. The teacher may wish to explain the bolded vocabulary words at this point. The students should then do a second, closer reading. Further reading(s) can be done aloud.

The three **VOCABULARY** exercises focus on the bolded words in the reading. *Meaning*, a definition exercise, encourages students to work out the meanings from the context. The second exercise, *Use*, reinforces the vocabulary further by making students use the words in a meaningful, yet possibly different, context. This section can be done during or after the reading phase, or both.

The final exercise in this section, *Extension*, uses one of the vocabulary words to focus on a specific topic in vocabulary, such as compound adjectives.

There are several **COMPREHENSION** exercises. Each unit contains *Understanding Main Ideas*, *Remembering Details*, *Order of Events*, and *Making Inferences*. All confirm the content of the text either in general or in detail. These exercises for developing reading skills can be done individually, in pairs, in small groups, or as a class. It is preferable to do these exercises in conjunction with the text, since they are not meant to test memory.

DISCUSSION questions encourage students to bring their own ideas and imagination to the related topics in each reading. They can also provide insights into cultural similarities and differences.

WRITING provides the stimulus for students to write simple sentences about their own lives. Teachers should use their own discretion when deciding whether or not to correct the writing exercises.

What A Life! is an exciting introduction to some of history's most amazing people. Teachers may want to support their discussions with other books, magazine and newspaper articles, or videos. There are also many good websites, three of which are listed below. These sites are very informative, yet easy to navigate. They will be excellent resources for students and teachers alike.

www.encarta.com is a general, online encyclopedia.

www.biography.com is a website that specializes in biographies.

www.pathfinder.com/time/time100.com features profiles of *Time* magazine's choices for the 100 Most Important People of the 20th Century. Two of the people in this book—Sigmund Freud and Bruce Lee—were among those that were chosen.

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UNIT 1

LEONARDO DA VINCI

(1452–1519)



BEFORE YOU READ

Leonardo da Vinci was a genius with many extraordinary talents and abilities in many fields. What talents and abilities do you think he had? Make a list.

Intelligence _____

Now read about Leonardo da Vinci.

LEONARDO DA VINCI

[1] Most people know that Leonardo da Vinci was a great painter. However, he was also a talented sculptor, musician, poet, scientist, architect, and engineer. His work had a strong influence on artists throughout Europe, and his scientific ideas were centuries **ahead of their time**.

[2] Leonardo da Vinci was born in 1452 in the town of Vinci, near Florence, Italy. His parents never married, so Leonardo lived with his father in Florence. Over the years, he had four stepmothers and eleven stepsisters and stepbrothers. One of them was 45 years younger than Leonardo! At the age of 15, Leonardo went to work with a famous artist. He studied painting, sculpture, music, mathematics, and science. By 20, he was a master painter. Leonardo was so talented that one day one of his teachers threw down his brushes and never painted again.

[3] Although da Vinci was a great painter, he never gave up his interest in other subjects. He liked to do research in many different areas. He wanted to understand everything he saw. Many people think of him as the first modern scientist because he liked to **make observations** and look for explanations for things. For example, he was one of the first people to dissect human bodies. He cut the bodies open in order to figure out how they worked. Da Vinci wrote down all his ideas and observations in notebooks. He also filled the notebooks with more than 5,000 drawings of plants, animals, and the human body.

[4] Da Vinci was a great inventor, too. His scientific research and knowledge of architecture and mathematics helped him to design many new things. For example, he drew a flying machine 400 years before

the airplane was invented. He also designed an air conditioner, an alarm clock, a reading lamp, a submarine, a bridge, and many other things. In all, da Vinci designed more than 1,000 inventions. Unfortunately, he did not have time to develop many of his ideas.

[5] As a matter of fact, da Vinci started many projects that he never finished. He was always more interested in thinking about and planning projects than doing them. He was so brilliant that he quickly lost interest in one project and **couldn't wait** to start another. Because of this, he completed very few paintings. Sometimes people paid him to do a painting or a sculpture but he never did it. Other times he started the work, but he never finished it. Some people got tired of waiting, so they hired someone else to finish his work.

[6] The pieces that da Vinci completed were magnificent and unique. He created a new, more realistic style of painting. At that time, when artists painted people, they looked **flat**. When da Vinci painted people, they looked real. No other artist of his time painted people or animals as well as da Vinci. His famous painting, the *Mona Lisa*, is a good example of this style. Da Vinci took four years to paint the *Mona Lisa*. Unfortunately, the man who ordered the painting didn't like it and refused to pay him. However, ten years later, da Vinci sold it to the King of France for 492 ounces of gold (about \$300,000). The King hung it in the Louvre palace in Paris. Today the *Mona Lisa* still hangs in the Louvre, which is now a museum.

[7] Often, da Vinci painted in religious buildings, like churches and monasteries. In 1495, he painted another of his greatest paintings, *The Last Supper*, on the dining

room wall of a monastery. It took him three years to **complete** it. People came to see it even before it was done. They admired the painting because it showed the emotions of the people in the **scene**. People also liked the bright colors that da Vinci used. Unfortunately, the painting had problems. In just a few years, the paint started to **peel** off the wall. Later, the people in the monastery made a doorway that went right through the painting. The rest of *The Last Supper* was almost destroyed when foreign soldiers threw stones at it. Fortunately, it has been repaired.

[8] Da Vinci was greatly admired for his artistic talent and his skill in many areas. However, some people probably thought he was quite strange. He was a very mysterious, **private** man. He wrote backwards in his notebooks so nobody could read what he wrote. Many people thought that his scientific experiments were some kind of **evil** magic. He was also left-handed. At that time, some people believed that being left-handed was the sign of the devil.

[9] Most people liked and admired da Vinci. He was a strong and handsome man. He was also generous to his friends, both rich and poor. Although he never married, he **adopted** a son and he was a very good father. People invited him to parties because he was very entertaining. He talked about interesting things and people laughed at his clever jokes. He was also a great musician. He sang well and played an instrument that he had invented. Da Vinci was always well dressed, although he liked

to wear unusual clothes. He wore short robes when everyone else wore long ones and loved to wear pink.

[10] Da Vinci had some other unusual habits for his time. He was extremely clean when many people were not. He even hated to have paint on his fingers. He was also a vegetarian because he did not believe in killing animals. He used to buy birds just to let them free and to study their flight.

[11] During his lifetime, da Vinci traveled to all the great cities of Italy and did many different kinds of work. Once, when he was trying to get a job, he made a list of 36 different jobs he could do. In addition to working as an artist, he had also worked as an architect and engineer. He designed buildings and canals and he figured out how to change the direction of rivers. At one point, he was a military **adviser** to the Duke of Milan.

[12] Later in life, Leonardo da Vinci went to Rome to work for the pope. However, he was unhappy there because the younger artists were given more work than he was. As da Vinci grew older, he stayed alone more and more. Although people admired him, many didn't understand him because his ideas were far ahead of his time. Da Vinci spent the last years of his life working for King Francis I of France. He made architectural designs, worked on engineering projects, and entertained the king with all his ideas. He also worked on his notebooks so they could be published after his death. Da Vinci died peacefully on May 2, 1519, at the age of 67.

VOCABULARY

◆ MEANING

What is the best meaning of the underlined words? Circle the letter of the correct answer.

1. Da Vinci adopted a son.
a. was nice to a child b. took someone else's child as his own c. offered to become a child's private teacher
2. The people in the scene looked real.
a. view of a place b. type of activity c. area where people get together
3. Da Vinci made observations in order to understand the world around him.
a. built a machine for looking at the stars b. read many books on a subject c. looked carefully and noticed things
4. Da Vinci's ideas were ahead of their time.
a. very important and expensive b. modern; not used by most people until later c. useful, but dangerous
5. Da Vinci worked as a military adviser.
a. someone who gives opinions to others b. someone who fights against the government c. someone who designs and produces things
6. Da Vinci couldn't wait to start another project.
a. did a good job with something b. spent a lot of time doing something c. was very excited to do something
7. The paint started to peel off the wall.
a. lose its color b. wash away c. come off in small pieces
8. Other artists made people look flat in their paintings.
a. smooth and even b. full and round c. real
9. Da Vinci was a very private man.
a. enjoyed being with people b. didn't like to talk about himself c. didn't like to work
10. Some people thought da Vinci's scientific experiments were some kind of evil magic.
a. interesting b. funny c. very bad

◆ USE

Work with a partner and answer these questions. Use complete sentences.

1. What are some things that are *flat*?
2. Why do some people *adopt* children?
3. Who are some *evil* characters in movies or stories?

4. What fruits or vegetables do you *peel*?
5. What are some examples of people or things that are *ahead of their time*?
6. Who would you choose as an *adviser*?

◆ EXTENSION: MAKE AND DO

Look at the sentences from the reading:

Many people think of him as the first modern scientist because he liked to **make** observations.

He liked to **do** research in many different areas.

Many languages have only one verb for *make* and *do*. In English, these two verbs are found in many fixed expressions. Often, we use *make* when we create or build something. We use *do* when we perform or act something. In many cases, there are no clear rules for which word to use.

Write *make* or *do* next to these words and expressions.

- | | |
|--------------------|-----------------------|
| 1. _____ a mistake | 6. _____ a difference |
| 2. _____ a choice | 7. _____ homework |
| 3. _____ business | 8. _____ a favor |
| 4. _____ money | 9. _____ a discovery |
| 5. _____ harm | 10. _____ peace |

Use each expression in a sentence. Then, make a list of your own expressions with *make* and *do*. Whenever you hear a new expression add it to your list.

COMPREHENSION

◆ UNDERSTANDING MAIN IDEAS

Circle the letter of the best answer.

1. Paragraph 3 is mainly about the fact that da Vinci _____.
 - a. was a great painter
 - b. was interested in science
 - c. kept notes and drawings of his observations
2. The main topic of paragraph 6 is _____.
 - a. how other artists painted
 - b. da Vinci's style of painting
 - c. the King of France's attitude toward da Vinci

3. The main topic of paragraph 9 is _____.
 a. da Vinci's son b. da Vinci's parties c. da Vinci's interesting qualities
4. The last paragraph is mainly about _____.
 a. why da Vinci was unhappy in Rome b. how da Vinci spent the last years of his life c. what people's attitudes were toward da Vinci

◆ REMEMBERING DETAILS

Circle *T* if the sentence is true and *F* if it is false.

	True	False
1. Da Vinci made more than 10,000 drawings of plants, animals, and the human body.	T	F
2. Da Vinci's studies in math and philosophy helped him to design many inventions.	T	F
3. Many of da Vinci's paintings were never finished.	T	F
4. The <i>Mona Lisa</i> is a good example of how da Vinci made people look real.	T	F
5. Da Vinci liked to wear long robes, even though most people wore short robes.	T	F
6. Da Vinci worked as an architect, an engineer, and an artist.	T	F

◆ ORDER OF EVENTS

Number the sentences 1–6 to show the correct order.

- ___ Da Vinci painted the *Mona Lisa*.
 ___ Da Vinci lived with his father in Florence.
 ___ Da Vinci studied with a famous artist and learned painting, sculpture, music, and science.
 ___ Da Vinci worked as an architect and engineer for King Francis I.
 ___ Da Vinci went to Rome to work for the pope.
 ___ Da Vinci painted *The Last Supper*.

◆ MAKING INFERENCES

The answers to these questions are not directly stated in the passage. Circle the letter of the best answer.

1. The passage suggests that da Vinci _____.
 - a. didn't do much with his life because he never finished anything
 - b. would have been a better painter if he had concentrated on art alone
 - c. could accomplish great things in many areas
2. The passage implies that _____.
 - a. in his work and habits, da Vinci was quite different from other people
 - b. da Vinci was selfish and people didn't like him
 - c. da Vinci tried to follow the style of other artists of his time
3. The passage concludes that da Vinci _____.
 - a. worked very quickly on his paintings and produced many
 - b. was slow to produce a completed painting because of his other interests
 - c. was better at inventing than painting

DISCUSSION

Discuss the answers to these questions with your classmates.

1. Leonardo da Vinci was successful at many different things. Who are some people who are talented and successful in different fields?
2. Would you prefer to have one career or several different careers in your life? Give reasons.
3. Leonardo da Vinci adopted a son even though he wasn't married. Do you think that single people should be able to adopt children?

WRITING

On a separate piece of paper, write a paragraph or more about the career you would like to have and why.

Example: *I would like to be a teacher. I decided I wanted to be a teacher when I was in high school because I had a great history teacher.*

UNIT 2

PETER THE GREAT

(1672–1725)



BEFORE YOU READ

Peter the Great was the first Russian leader to travel outside of his country. He traveled around Europe and brought many new ideas and changes to Russia. Discuss these questions with a partner.

1. Which leader has made great changes in his or her country in the past? What were the changes?
2. Which leader is making great changes now? What are the changes?
3. What kinds of changes would you like to see the leader of your country make?

Now read about Peter the Great.

PETER THE GREAT

1 Peter the Great was one of the most famous tsars in Russian history. (*Tsar* is the word for a male ruler of Russia before 1917.) Although he was often cruel, no one can **deny** that he changed his country's future forever. When Peter was born in 1672, the tsar and the rich and powerful noblemen ruled Russia. They were cruel, **uncivilized**, and uneducated. At that time, Russia didn't have schools, hospitals, or factories. There were no courts of law or systems of government. Most people lived in poverty, **misery**, and fear.

2 Peter's father, Tsar Alexis, died when Peter was four years old. There was a lot of fighting between his family and the noblemen. They didn't agree about who should be tsar. Many members of Peter's family were killed. Peter and his mother escaped and lived in a small village. Eventually Peter ruled with his half-brother Ivan and his half-sister Sophia. After Ivan's death in 1696, Peter ruled alone.

3 Peter was unique in many ways. He was six feet eight inches tall and very handsome. He had a lot of energy and great physical strength. Peter was wild, and he sometimes had bad manners. But he was very bright and he wanted to learn about everything. Every day he added to his knowledge and improved his skills. He loved to play games of war and also liked ships and sailing. He enjoyed hard work and building things with his hands. Peter also liked ordinary things. He liked to dress in old, simple clothing. He had a huge appetite, but liked to eat simple foods such as bread, cabbage soup, and cold meat. Peter hated formal **occasions** and behavior.

He refused to allow people to kneel to him just because he was the tsar.

4 In those days, there were great changes in European culture, science, and education. However, the noblemen in Russia did not want change. They didn't travel outside Russia and they didn't want foreigners in their country. There was a group of Europeans in Russia who worked as government and military advisers. Peter knew many of them. Several of these Europeans were his closest friends.

5 Peter wanted Russia to be as great as the European countries. He decided to go to Europe to learn everything he could. But, he did not want to travel as the leader of a country. He wanted to be free to study and learn. So he took a large group of men with him and **disguised** himself as a common soldier. It wasn't easy to hide the huge and powerful Tsar of Russia, and soon everyone in Europe knew about the traveling Russians. Their customs and clothing were very **peculiar**. However, many people were most upset by their bad manners. For example, they completely destroyed a beautiful English country house where they stayed. They used chairs to make fires, tore up sheets and beds, shot their guns at **priceless** paintings, and ruined the beautiful gardens.

6 Peter was as bad as his men. Nevertheless, his travels were a great success. Peter's dream was to create a powerful Russian navy, so he had to learn shipbuilding. He worked for four months in a shipyard in Holland. Then he went to England and worked in a shipyard there. Everywhere he went, he asked questions and learned more. He learned watchmaking and studied the human