



Ministry of Education and Science of Ukraine
Sumy State University
Faculty of Foreign Philology and Social
Communications

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for practical lessons
on the disciplines «**Foreign language**»,
«**Foreign language of professional direction**»
for students of specialties 014 «*Secondary Education (History)*»,
032 «*History and Archeology*»
of full-time course of studies

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TABLE OF CONTENT

	P.
Foreword.....	4
Topic 1. I am Ukrainian. Pages from History. Virtual tours.....	5
Topic 2. Famous Historians and Archeologists.	19
Topic 3. Future. Predictions. My future profession	28
Topic 4. Achievements in the field of History and Archeology....	37
References	49

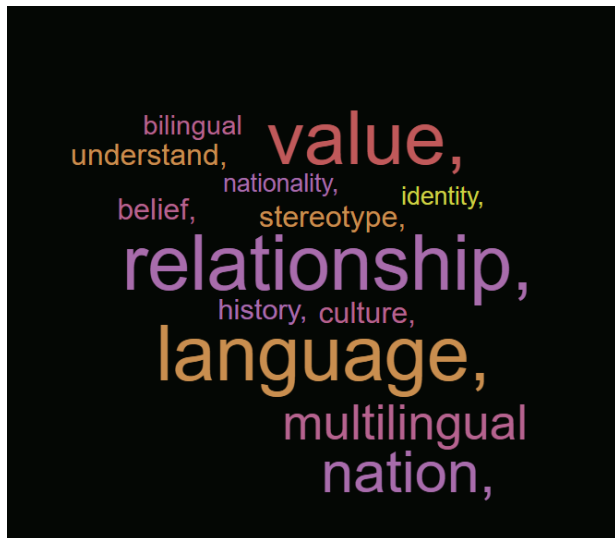
FOREWORD

The collection of educational and methodological assignments for practical classes «English for Students Majoring in History and Archeology» aims to help students of higher education institutions to improve their language and lexical-grammatical skills. The collection contains tasks for improving the level of formation of foreign language competence in reading and establishing the level of lexical and grammatical competences. Its use will contribute to increasing the level of foreign language competence previously achieved and to the formation of skills for performing the relevant tasks in the field of History and Archeology.

The assignments were prepared according to requirements and standards of the Common European Framework of Reference. The collection of educational and methodological materials will help students of higher education to apply effective techniques for completing tasks, orient themselves correctly and use logical thinking to find the right answer in the process of reading texts.

TOPIC 1. I AM UKRAINIAN. PAGES FROM HISTORY

Activity 1. Read and translate the words. Find an appropriate definition to some of them.



- a)* the study of past events considered together, especially events of a particular period, country, or subject.
- b)* the state of belonging to a particular country or being a citizen of a particular nation.
- c)* a set idea that people have about what someone or something is like, especially an idea that is wrong.
- d)* the importance or worth of something for someone.
- e)* the feeling of being certain that something exists or is true.
- f)* a system of communication used by people living in a particular country.

Activity 2. Watch the video “Tell me about yourself”

(<https://m.youtube.com/watch?v=vVCakfUchVI>) with English subtitles and write down a plan for your story, using the tips of advice from the video.

Activity 3. Read this introduction. Is it formal or informal? Change the story according to the plan from the video. Make your own story and tell your groupmates.

Hi, my name is Kevin. I'm from Ireland. But I've lived in Canada since 2018. I'm 28. I'm a lecturer at university. I teach the US History for masters. I love watching historical films and I'm interested in History of Ukraine too.

One thing, most people don't know about me is that I love to collect rare things. Whenever I travel either to Paris or to Egypt, I usually walk to the local market for searching an antique and vintage thing: books, watches, pictures, even some piece of furniture. But my family doesn't really share my desire of «collecting old things».

Activity 4. How to write an essay*. Read the structure of an essay and the sample.

***a) an essay – a short piece of writing on a particular subject, especially one done by students as part of the work for a course.**

***b) an essay – a short piece of writing on a particular subject, often expressing personal view**
(<https://dictionary.cambridge.org/dictionary/english/essay>).



An essay structure:

An introduction – presents your topic and thesis statement.

A body – contains your in-depth analysis and arguments (two or more arguments).

A conclusion – summarize your ideas.

Read the Sample of an Essay:

«My Ukrainian Identity: What Does It Mean For Me? »

An introduction. To be Ukrainian is not only a matter of nationality; it is an identity steeped in rich history, culture, and resilience. My understanding of what it means to be Ukrainian is deeply intertwined with the pages of our history, which tell stories of struggle, survival, and the unwavering spirit of Ukrainian people.

A body (an analysis). Historically, Ukraine has been a crossroads of various cultures and empires, from the Kievan Rus' to the Cossack Hetmanate. Each era has contributed to the formation of a unique national identity. Growing up, I learned about the significant events that shaped our nation: the fight for independence, the Holodomor, and the struggles during Soviet rule. These chapters of our past instilled in me a profound appreciation for the sacrifices made by those who came before us. Understanding this history fosters a sense of pride and responsibility to carry on their legacy (**a historical argument**).

As for me, being Ukrainian means embracing our language, which is a vital part of our identity. Ukrainian language is not just a means of communication; it is a vessel of our culture and traditions. Speaking Ukrainian connects me to my ancestors and allows me to appreciate the beauty of our folk tales, songs, and poetry. The richness of our language reflects the depth of our history and the creativity of our people (**a language argument**).

Moreover, being Ukrainian is also about celebrating our cultural heritage. From vibrant folk dances to delicious traditional dishes like borscht and varenyky, our culture is a tapestry woven from the threads of diverse influences. Participating in local festivals and family gatherings, I feel the warmth and strength of our community, which is built on shared customs and values. These experiences remind me that our identity is not just individual; it is collective (**a cultural argument**).

In recent years, the fight for Ukraine's sovereignty and democratic values has highlighted the resilience of our nation. The events of the Euromaidan and the ongoing conflict have galvanized a renewed sense of unity among Ukrainians. Witnessing the bravery of my fellow citizens has deepened my understanding of what it means to be Ukrainian today. It is a commitment to stand up for freedom, justice, and the right to self-determination (**a political argument**).

Being Ukrainian also means recognizing the challenges we face and the diversity within our society. Ukraine is home to various ethnic groups, each contributing to the rich mosaic of our national identity. Embracing this diversity while promoting inclusivity strengthens our unity. It reminds me that our strength lies in our ability to celebrate our differences while working toward common goals (**an international argument**).

Conclusion. In conclusion, being Ukrainian is an intricate blend of history, culture, language, and resilience. It is about honoring the past, celebrating the present, and striving for a better future. My identity as a Ukrainian is a source of pride that motivates me to contribute to the ongoing story of our nation.

As I reflect on what it means to be Ukrainian, I am reminded of the strength of Ukrainian people and the vibrant culture that continues to thrive the challenges.

Glossary:

Resilience	Стійкість
Struggle	Боротьба
Survival	Вживання
Crossroads	Перехрестя
Significant	Значний
Appreciation	Вдячність
Pride	Гордість
Embrace	Обійми
Ancestors	Пращури
Heritage	Спадщина
Diversity	Різноманітність
Strengthens	Зміцнює
Contribute	Внести свій внесок
Challenges	Виклики

Activity 5. Read an essay again. Finish the following sentences:

1. My understanding of what it means to be Ukrainian is ...
2. Each era has contributed to the formation ...
3. Ukrainian language is not just a means of communication ...
4. From vibrant folk dances to delicious traditional dishes ...
5. In recent years, the fight for Ukraine's sovereignty ...
6. Ukraine is home to various ethnic groups ...
7. My identity as a Ukrainian is ...

Activity 6. Put the abstracts of an essay «How do you understand your national identity?» in the correct order: the introduction, body (4 arguments) and the conclusion.

1. In conclusion, national identity is an essential aspect of human life that influences our self-perception and interactions with others. It shapes our history, culture, and social connections, but it requires careful consideration to avoid

conflicts and maintain balance in a multicultural world. By recognizing the significance of national identity, we should also strive for mutual understanding and respect for the diversity that surrounds us.

2. National identity is a complex and multifaceted concept that shapes our understanding of ourselves within the context of a specific nation. It encompasses a sense of belonging to a nation based on shared cultural, historical, linguistic, and social traits. In this essay, we will explore what national identity is, the factors that shape it, and its impact on our lives.
3. Secondly, national identity can be a source of pride. It fosters a feeling of belonging to something greater than the individual self. People who take pride in their national identity often become active participants in civic life, contributing to the development of their nation. Patriotism, rooted in national identity, can mobilize individuals to work toward common goals, especially in challenging times.
4. Firstly, national identity influences our values and beliefs. It is grounded in common traditions, customs, and celebrations that unite people. For instance, in Ukraine, national identity is deeply tied to history, language, and cultural symbols such as the vyshyvanka (embroidered shirt) or the kobza (a traditional instrument). These elements not only reflect the richness of cultural heritage but also strengthen the sense of unity among individuals.
5. However, national identity can also lead to conflict. When different nations or ethnic groups assert their identities, disputes and confrontations may arise. History shows that excessive nationalism can result in the discrimination of minorities and even warfare. Therefore, it is crucial to find a balance between pride in one's nation and respect for other

cultures and identities.

6. In a globalized world, national identity faces new challenges. Migration, technology, and social media contribute to the blending of cultures and identities. People increasingly identify themselves not only as representatives of a particular nation but also as part of a global community. This shift can lead to greater tolerance and understanding, but it also raises questions about preserving unique national characteristics.

Activity 7. Write an essay on topic:

«How not to lose yourself in multinational and multilingual world: benefits and risks of multilingualism?»



Pages from History

Activity 8. Read the abstracts below. What are the prominent people or events of each Epoch do you know?

1. History of Ancient Times (c. 3000 BC - c. 500 AD): This epoch marks the emergence of early civilizations such as Mesopotamia, Egypt, the Indus Valley, and China. During this period, the invention of writing allowed for the recording of history, which fundamentally changed human communication and record-keeping.

2. History of Antiquity (c. 500 BC - c. 500 AD): Antiquity is often characterized by the rise of classical civilizations, including Greece and Rome. This era saw significant developments in philosophy, politics, and art. Events such as the conquests of Alexander the Great and the establishment of the Roman Empire defined this period, leading to lasting influences on Western culture.

3. History of the Middle Ages (c. 500 - c. 1500): After the fall of the Roman Empire, Europe entered the Middle Ages, marked by feudalism and the rise of the Catholic Church's power. During this time, the Byzantine Empire preserved ancient knowledge, while the Islamic Golden Age flourished, contributing advancements in science and philosophy. The period ended with significant events like the Black Death and the beginning of the Renaissance.

4. History of the Renaissance (c. 1300 - c. 1600): The Renaissance, meaning "rebirth," was a cultural movement that began in Italy and spread throughout Europe. It emphasized humanism, art, and science. Notable figures such as Leonardo da Vinci and Michelangelo emerged, producing works that challenged medieval norms. This period also saw the advent of the printing press, which revolutionized the dissemination of knowledge.

6. History of Modern Times (c. 1800 - present): Modern times are defined by rapid technological advancements, industrialization, and globalization. Key events include the Industrial

Revolution, the World Wars, and the Cold War. This period has seen significant social changes, including movements for civil rights and gender equality, shaping the contemporary world we live in today.

Additional Epochs:

- Prehistoric Era (before c. 3000 BC): This period includes the Paleolithic and Neolithic ages, characterized by the development of tools, art, and the transition from nomadic lifestyles to agriculture and settled communities.

- Colonial Period (c. 1500 - c.1800): This timeframe saw the expansion of European powers into America, Africa, and Asia, leading to the establishment of colonies and significant cultural exchanges, as well as conflicts and exploitation.

- Postmodern Era (late 20th century - present): This current epoch reflects a shift in cultural, artistic, and philosophical perspectives, questioning established narratives and embracing diversity and multiple viewpoints in interpreting history. By understanding these epochs and their defining characteristics, we gain insight into the complexities of human development and the interconnectedness of historical events.



Virtual Tours Round Ukraine.

Activity 9. Read the information about museums. On the ground of it make a PR-news for social network about one of the museums.

«The Museum of Folk Architecture and Life of Ukraine»

«The Museum of Folk Architecture and Life of Ukraine is a unique open-air museum located on the southern outskirts of Kyiv, next to the ancient Holosiiv forest and the historic village of Pirohiv. This is the largest open-air museum in Europe and the most complete ethnographic collection of Ukraine, the total area of which is more than 131 hectares. The museum perfectly fits into picturesque landscapes that complement the historical environment of different regions of Ukraine. Here you can find unique monuments of folk architecture, dating from the 16th-20th centuries, which preserve national culture.

The museum was founded on February 6, 1969 at the initiative of the public and the Ukrainian Society for the Protection of Historical and Cultural Monuments. Now the museum is an important historical and cultural center of Ukraine, which researches and preserves material and spiritual heritage, and provides patriotic education of the nation. Various events are held on the museum territory, which help preserve the history of Ukraine and expand knowledge about it.». *(Retrieved from the page of Museum Portal)*

The Museum of the Formation of Ukrainian Nation

«A unique, innovative museum of the history of the Ukrainian state. An excursion into significant periods of the formation of our identity. 25 exhibits, more than 100 realistic figures of prominent figures, multimedia, dioramas, audio guides. A continuous chain of 1500 years of history in 90 minutes». *(Retrieved from the page of Museum Portal)*

The Museum «Steppe Ukraine»

«The exposition of the museum was opened in 2006 during the celebrations in honor of the 50th anniversary of the Odesa Museum of History and Local History.

The first part of the exposition is devoted to the creation of «Steppe Ukraine» and presents the materials of the historical museum, tells about the founders and activists of this movement and the traditions of the museum business. The collective display of Cossack-era paintings recreates the interior of a Ukrainian manor house and is a continuation of the museum's living ensemble.

The second part of the exposition presents the material and spiritual culture of the main ethnic groups of the region through the creation of residential complexes. Each complex presents a national costume, textiles, tableware, furniture, household tools and decorative and applied arts». (*Retrieved from the page of Museum Portal*)

Activity 10. Read the text about main 4 UNESCO World Heritage places in Ukraine. Choose one and make a dialogue.

There are seven UNESCO World Heritage sites in Ukraine: six of them are cultural and one is natural. These objects consist of various locations. Discover some of the sights that are worth knowing and visiting.



St. Sophia Cathedral has been standing in the historical center of ancient Kyiv for a thousand years. It is the oldest fully preserved Christian temple in Eastern Slavic territory and the first Ukrainian object included in the UNESCO World Heritage List.

Ancient and primeval forests, the Carpathians.



This area contains intact examples of temperate forests that demonstrate the process of post-glacial expansion of European beech. 6 Ukrainian Carpathian forests were included in the UNESCO list in 2007, and 7 were added ten years later.

The residence of the metropolitans of Bukovyna and Dalmatia.



The ensemble of the Residence of the Metropolitans of Bukovyna and Dalmatia is spread over 12 hectares in the northwestern part of Chernivtsi. In 2011, the residence, the buildings of which are part of Chernivtsi University, was declared a UNESCO World Heritage Site.

Wooden churches of the Carpathians

There are eight wooden churches in Ukraine, built in the 16th-19th centuries from horizontal wooden logs by the communities of the Orthodox and Greek-Catholic churches. The churches were included in the UNESCO list in 2018.



Brush your grammar

Read and refresh. We use **the present perfect** to talk about recent events or about people's experiences when the time when these events happened is not important and we don't mention it.

I've been to Paris. (**When** is not important. The important thing is that I have this experience now.)

We use **past simple** to talk about completed actions in the past. We often say or ask when these actions happened.

- *X We **have been** to Malaysia **last year**.*
- *+ We **went** to Malaysia **last year**.*

Activity 10. Read the dialogue. Fill in the gaps. <https://test-english.com/grammar-points/a2/present-perfect-or-past-simple/4/>
Work in pairs. Make your own dialogue on the topic « The main 4 UNESCO World Heritage places in Ukraine »

Peter: (you/ever/be) to England?

Laura: I (never/be) to England, but I'd like to go someday. And you? (you/ever/travel) to England?

Peter: Yes. I (be) there four times. In fact,

I (travel) to many English speaking countries.

Laura: (you/be) to Australia, too?

Peter: Yes, of course.

Laura: When (you/go) there?

Peter: Last year, during my Christmas holiday.

Laura: (you/like) it?

Laura: Yes, it (be) fantastic!

We (spend) 12 incredible days there.

TOPIC 2. FAMOUS HISTORIANS AND ARCHEOLOGISTS

Activity 1. Read the text about the prominent Historians of Ukraine and the World.



Throughout history, many historians have made significant contributions to our understanding of past events, both in Ukraine and globally.

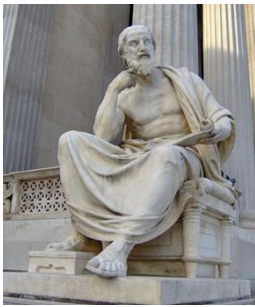
In Ukraine, Mykhailo Hrushevskyi stands out as a foundational figure. He was not only a historian but also a political leader, known for his comprehensive work on Ukrainian history that emphasized the nation's cultural identity. With his works «History of Ukraine-Rusy». Mykhailo Hrushevskyi carried out a conceptual revolution. He proved the continuity of the history of the Ukrainian people from the days of the Kyiv state until recently, and that the Ukrainian people, like all other Slavic peoples, have their own roots. He was not only a historian, but also writer, literary critic, sociologist and public-politician contributed to the development of the Ukrainian state and the cultural development of the Ukrainian people. According to I. Krypiakievych: «Hrushevskyi was the first to put Ukrainianism in the Dnipro region «at its full height» - he demanded that Ukrainians not only develop their culture more and more, but also act as an independent nation on the European field.

Dmytro Yavornytskyi – was Ukrainian historian, archaeologist, ethnographer, folklorist, lexicographer, writer, researcher of the history of the Ukrainian Cossacks, museum expert, active member of the National Academy of Sciences. One of the founders of the O. M. Poly Regional Museum of Local History. Author of more than 1,500 scientific works. One of the first who studied in detail the entire history of the Zaporizhzhya Cossacks and the history of the Dnieper rapids. Yavornytskyi based his



research on a complex study of one or another historical phenomenon. He conducted his historical research based on archeology, archeography, ethnography, folklore and linguistics. He was a popularizer of scientific archeology as the basis of historical science. The scientist made a significant contribution to the formation of historical local studies.

Internationally, historians like Herodotus, often called the “Father of History,” laid the groundwork for historical writing in ancient Greece. The monumental work of Herodotus is devoted to the history of the Greco-Persian wars and the description of the countries and peoples who fought with the Persians - the first historical work of the ancient world that has reached us, and at the same time the first monument of artistic prose in the history of ancient literature.



Herodotus was the first to correlate the events of Greek history with a wider, worldwide perspective. It was originally called «History». The events of the Greco-Persian wars combine separate geographical and ethnographic essays, the so-called logoi by Herodotus. Herodotus begins the story with a storytelling about the fate of the Lydian kingdom and moves on to the history of Media before the reign of Cyrus, in connection with the campaigns of Cyrus, he describes Babylon and the customs of its inhabitants, as well as the

tribe of Massagetes who lived beyond the Arax River. The history of the conquest of Egypt by Cambyses gives him a reason to talk about this country: this is how the famous Egyptian logos is formed; the story of Darius' unsuccessful campaign against the Scythians turns into a description of the lifestyle and traditions of the tribes that inhabited the Black Sea steppes.

Activity 2. Read the text “One of the prominent archaeologists of Ukraine” and answer the questions below.



Throughout the history, Ukraine has produced several remarkable archaeologists who have significantly contributed to the field.

Among them was Vikentiy Hvoyka, who, in the late 19-th and early 20-th centuries, unearthed a wealth of artifacts that shed light on the ancient civilizations of the region. His discoveries in the

Trypillian culture provided invaluable insights into early agricultural societies. Ukrainian Archaeologist Vikentiy Hvoyka was a first figure in Ukrainian archaeology, celebrated for his groundbreaking work in the early 20th century. He began his career as a teacher but quickly became fascinated by the ancient cultures of Ukraine.

Since the 1890s, he began many excavations - Kyrlyivska stoianka (Kyiv archeological complex), Protasov Yar (Kyiv), Selyshche (now Cherkassy region) of the Late Paleolithic. He discovered the Trypillia culture (Trypillia, Zhukovka, Stayki, Kaniv, Rzhyshev of the Kyiv region, Kyiv), laid the foundations for the study of this archaeological culture.

The objects of his study were also monuments of the Bronze Age, Scythian archaeological culture (Scythian mounds, multi-layered Pastyr hillfort, Motroninskoe hillfort, present-day Cherkassy

region), Zarubine culture and Chernyakhiv culture (including their eponyms), Roman culture (Brovary, present-day Poltava region)

His most significant achievement came with the discovery of the Trypillian culture, where he uncovered settlements and pottery that illustrated the sophistication of these early agricultural people. Hvoyka's meticulous excavation techniques and thorough documentation set new standards in the field.

His passion for uncovering the past not only enriched our knowledge of Ukrainian heritage but also inspired future generations of archaeologists.

Answer the questions:

1. Who discovered the Trypillia culture?
2. In what period did he work?
3. What was his first profession?
4. What did the archeologist discover in Trypillian culture?
5. Where did he begin his excavations?

Activity 3. Watch the video and answer the question: What is the value of Golden Pectoral from Tovsta Mohyla?| Virtual Museum Tour <https://www.youtube.com/watch?v=6QxLcue2-XM>

Activity 4. Read the text. Find out True and False information about Scythian Pectoral.

The Scythian pectoral - Truth and Legends

The Scythian pectoral, an exquisite piece of gold jewelry discovered in a burial mound near the Dnipro River, is surrounded by both facts and legends. It dates to the 4th century BC and reflects the artistry and wealth of the Scythian elites. The true story of the pectoral tells of its intricate designs, depicting scenes of nature and mythological creatures, showcasing the Scythians' beliefs and lifestyle. However, legends often exaggerate its origins, suggesting it belonged to a legendary warrior queen or contained mystical powers.

While the pectoral is undoubtedly a masterpiece of ancient craftsmanship, the tales that surround it often blur the line between history and myth. The Scythian pectoral, a stunning gold artifact discovered in a burial mound near the Dniro River, is a symbol of the ancient Scythian civilization. This exquisite piece, created in the 4th century BC, is adorned with intricate designs representing both mythological and natural elements, reflecting the Scythians' rich cultural beliefs. Contrary to some legends, the pectoral did not possess any magical properties or powers. Some myths suggest that it belonged to a legendary warrior queen; however, there is no historical evidence to support this claim. 3. It is often wrongly stated that the pectoral was used in rituals; instead, it served primarily as a decorative piece to signify wealth and rank in life and death. Through these truths and myths, the Scythian pectoral remains a fascinating subject of study, bridging the gap between history and legend.



Watch the film.

Activity 5. Read the film genres. What films do you prefer to watch?

Some of the most common types of movies / film genres include:

Action: This type of movie generally involves a lot of action scenes including violence, like fighting or shoot-outs (with weapons), car chases and often lots of explosions. Some subgenres considered action movies include: disaster films, martial arts films, spy films and superhero films.

Adventure: This is a journey that often takes place in exotic locations and can involve exploration or a quest. While there is often action in this type of movie, it is not the main emphasis.

Animated: Instead of real actors on the screen, drawn images (nowadays computer generated ones) are used to tell the story. Real actors are used for the voices of the animated characters.

Comedy: The main idea of comedies is to make the audience laugh. The main characters are involved in funny situations.

Drama: These films are serious and focus on the emotions of realistic characters and the conflicts they have.

Fantasy: Situations, places and/or events that don't comply with natural laws or settings. They often involve some form of magic or supernatural elements. There are sometimes magical creatures or beings too.

Historical: These films can be based on real events in the past or sometimes just the time period is used as the setting and all events are fictitious. In both cases, the narrative takes place inside an accurate depiction of a historical setting. Sometimes these are biographical movies, also known as Biopics.

Horror: The objective of a horror movie is to scare the viewer and if possible, make them scream (often done with a jump scare). Horror movies often feature a monster, some type of evil entity or a terrible/frightening situation.

Musical: These are movies where songs are sung by the characters as a part of the narrative and usually help advance the plot or develop the film's characters. Sometimes there are dance routines to accompany the songs.

Romance: Romance films are love stories that focus on the romantic involvement of the main characters and the development of their relationship.

A romantic movie that is also funny is called a Rom-Com (Romantic Comedy)

Science fiction: Also known as Sci-Fi, these are fictional stories based on science. They can be about the future or other worlds, and often include spaceships, extra-terrestrial beings (aliens), and advanced technology we don't currently have.

Thriller: A thriller film evokes excitement and suspense in the audience. A common theme in thrillers involves innocent people dealing with a deranged adversary.

Western: These are fictional events based in the American West (also known as the Wild West) during the 19th century. They feature cowboys, horse riding and gunfights. Commonly these types of film are just called westerns.

A Historical Film.

The historical film “Troy”



Activity 6. Outline of the Story:

Introduction to the Film and Setting

Overview of “Troy” as an adaptation of Homer’s “The Iliad.” • Brief description of the setting: Ancient Greece and the Trojan War. 2.

Main Characters

Introduce the key figures: Achilles, Hector, Helen, and Agamemnon.

Plot Summar

• Outline the events leading to the war • Key battles and personal rivalries. • The role of the gods in influencing the events.

Climactic Moments • Achilles’ conflict with Agamemnon and its consequences. • The duel between Achilles and Hector.

Themes and Messages • Explore themes of honor, love, and the tragedy of war.

• Discuss the film’s portrayal of heroism and mortality. 6.

Conclusion

• Reflect on the film’s impact and its interpretation of the ancient epic. Narrative Based on the Outline: “Troy,” directed by Wolfgang Petersen, is an epic historical film that brings to life the legendary tales of Homer’s “The Iliad.” Set against the backdrop of ancient Greece, the film delves into the events surrounding the Trojan War, a conflict that arose from a complex mix of love, betrayal, and the quest for glory. The story introduces us to key figures such as Achilles, the greatest warrior of the Greeks, driven by his pursuit of honor and glory. Hector, the noble prince of Troy, stands as his counterpart, defending his city and family against the invading forces led by Agamemnon. At the heart of the conflict is Helen, whose beauty ignites the war, symbolizing the destructive power of desire. As tensions escalate, the film captures pivotal moments, including

Achilles' fallout with Agamemnon, which leads to dire consequences on the battlefield.

The duel between Achilles and Hector becomes a climactic showdown, encapsulating the personal and collective stakes of the war. The involvement of the gods, who manipulate events and support their favored heroes, adds a layer of intrigue and highlights the themes of fate and free will. Throughout "Troy," viewers are confronted with profound themes: the nature of heroism, the impact of love, and the tragic consequences of war.

The film poignantly portrays the fleeting nature of glory and the human cost of conflict, leaving a lasting impression on its audience. In conclusion, "Troy" serves as a powerful retelling of an ancient epic, inviting reflection on timeless questions of honor, sacrifice, and the complexities of the human experience.

Its grand visuals and emotional depth have secured its place in the pantheon of historical cinema.

Activity 7. Listening Test. Talking about films. Watch the video & answer to the questions below <https://test-english.com/listening/a2/talking-about-films-listening-test/>

TOPIC 3. FUTURE. PREDICTION. MY FUTURE PROFESSION

Activity 1. Brush your grammar.

Predictions

Use **will** to talk about something that you think will happen.

- *I think he'll **win** the election.*
- *He **will be** a good doctor.*

Use **be going to** to talk about something that you see is going to happen (there is present evidence).

- *Don't drive like a crazy man. We're **going to have** an accident!*
- *The doctor said I'm **going to have** a girl.*

Sometimes, there's little difference between **will** and **be going to** for predictions. Compare:

- *The conference starts in 10 minutes. We **are going to be** late. (=I can **see** that we cannot be at the conference in 10 minutes)*
- *We need to hurry up. We'll be late for the conference. (=I **think** we will be late)*

Decisions

Use **will** for decisions that you take at the moment of speaking (instant decisions).

- *'Oh, we don't have sugar.' 'Don't worry, I'll **buy** some.'*

Use **be going to** for decisions that you have already taken at the moment of speaking (intentions or plans).

- ‘Why are you undressing?’ ‘Because I’m going to go for a swim.’

Compare these two sentences:

- ‘Sarah said she needs to talk to you.’ ‘Oh, I didn’t know. I’ll call her in a minute.’ (=I took the decision **while** having this conversation.)
- ‘Sarah said she needs to talk to you.’ ‘Yes, I know. I’m going to call her in a minute.’ (=I took the decision **before** having this conversation.)

Activity 2. Fill in the gaps with the forms of will and be going to of the verbs in brackets.

A: Have you decided what to do with the washing machine? B:

Yes, I (buy) a new one.

A: That glass is dirty. B: No problem. I (clean) it.

A: Why are you taking the camera? B: I (take) a picture of the sunset.

Please, slow down. Are you crazy? We (have) an accident!

You look tired. Sit down, and I (make) you a cup of tea.

Do you think he (ask) her out?

Do you think you (arrive) before she arrives?

He (not run) the marathon. He says he needs more training.

It looks delicious! We (enjoy) this meal so much!

A: I want coffee, but I don't have coins for the vending machine. B: No problem. I (buy) you a coffee.

(Retrieved from: <https://test-english.com/grammar-points/a2/will-vs-be-going-to/3/>)

Activity 3. Read the text. Find out future form from the article. «Are you going to become a Historian?».

«An undergraduate History degree has many advantages that will help prepare students in a variety of different career fields. If you are going to become a historian you should know, that The percentage of history majors who become professional historians is low. Instead, most go on to become lawyers, librarians, businesspersons, writers, archivists, researchers, teachers, politicians and even entertainers. Leaders in every industry, from business to the arts, can point to their training as history majors as the starting point for their success. Indeed, historical study plays an important part in fostering well-rounded intellectual development as well as instilling valuable career skills in research, writing, argumentation and documentation.

Many history majors go on to become educators, focusing on the communication of their ideas. Educators include teachers in elementary and secondary education. They also include higher education on many levels, including teaching at community colleges, undergraduate colleges, and universities. But if you predict your future as an educator, so, you are going to become an important member of other educational institutions that you may not think of as immediately as schools. These include historic sites and museums, where history majors can become docents, education directors, curators, guides and interpreters. In addition, teaching can take forms other than standing up in front of a classroom. These include work as historical consultants, contract archivists, public historians, writers and even filmmakers.

Historians collect and evaluate information from many primary sources to answer questions about historical events, a process known as the historical method. They may analyze written records, physical artifacts, and other types of evidence during the course of their investigations. Historians often prepare reports to explain the significance of their findings, connecting the relevance and value of new discoveries to modern society.

If you are going to become a Historian as a writer or an editor, be eager to write a lot, because success as a history major depends upon learning to write effectively, many historians become writers and editors. They make their living as authors of historical books, or more commonly, they work as editors at publishing houses. Many historians become print and broadcast journalists, and others become documentary editors who oversee the publication of documents such as those produced by government agencies».

(Your future as an Historian. Retrieved from: <https://history.ucdavis.edu/future-as-an-historian>).

«By comparing past and current events, historians can create a valuable commentary about current affairs, potentially allowing them to predict what events might transpire in the future. For example, by studying the economic history of a country that is facing a recession, economic historians can pinpoint the potential causes for that recession. By sharing their insights, they will help the country recover and help other societies around the world avoid making similar mistakes. The same line of thought applies to other fields of history; military historians can help identify the signs of war preemptively, allowing their country's leadership to take the necessary precautions. Likewise, political historians can use their observations of past political events to predict how today's political affairs are likely to play out.

To be a historian is to develop and test hypotheses, gather applicable data, and publish subsequent research. People in this field may have to travel and work long hours when deadlines approach, and they must be avid readers and writers. In addition to these

aptitudes, the following skills are vital to historians: What may seem simple on the surface is complicated not just by the number of historical accounts, but also by the many historical civilizations that followed their own interpretations of time. For example, societies founded in Christian beliefs may have coordinated their histories around critical events within the religion, while Chinese civilizations favored calendar systems centered upon the rise and fall of monarchical dynasties. Even if past civilizations diligently recorded events, the inconsistencies in their methods of chronology might make it more difficult to identify when events took place in our modern calendar. Since there is no uniform method of chronology, historians must know how to use cultural factors and context to infer the order of events over time».

Reference materials can be useful for understanding history, because photographs, artwork, and books provide concrete evidence of what life was like in different time periods. Mastering the art of historical comprehension relies on a historian's ability to discover why historical events occurred, who was involved, why they happened, and what could have motivated them. For instance, someone who studies the early years of colonization in North America would benefit from studying that time from the viewpoint of both the Native Americans and the various groups of European colonizers. Cross-referencing conflicting viewpoints to reach the truth allows historians to produce a historical narrative that is as well-rounded and unbiased as possible.

Museums aren't just repositories for ancient artifacts; they are places where individuals can go to learn from the past and explore ideas to use in the future. Historians who work in museums are usually employed to promote, protect, appraise, and study historical objects and records. In some roles, they are also tasked with presenting these things to the museum's patrons in interesting new ways, such as interactive exhibits that engage visitors and educate them in entertaining ways».

(*What is a Historian and How do you become one?* Retrieved from: <https://online.norwich.edu/online/about/resource-library/what-historian-and-how-do-you-become-one>)

Activity 5. Read the article. Are you going to become an archeologist? Do you agree or disagree with information below?

«Archaeologists study the origin and evolution of humans. They study the physical evidence of human culture, examining such items as tools, burial sites, buildings, religious icons, pottery, and clothing. Archaeologists study artifacts to get a better understanding of historical societies. An archeologist can work on anything, from recent centuries to civilizations from thousands of years ago. Pursuing a career in this field provides you with the potential to participate in historical discoveries.

An archeologist is an expert on history who gains expertise through experience with historical documents and artifacts. An archeologist can assist not only in identifying potential dig locations and the resulting excavations but also in interpreting any artifacts discovered during excavation. They then use this information in concert with existing knowledge and historical data to make discoveries about the artifact's time period.

Archeologists are likely to have responsibilities both in the field as well as in a professional or academic setting. Common duties for an archeologist include:

Assessing aerial photography, geographical survey data and historical records to identify locations for potential dig sites

Overseeing and documenting the extraction of artifacts at dig sites to maintain an accurate record and reduce the chances of damage during excavation

Identifying items from the excavation, analyzing and dating them

Creating computer-generated assessments and simulations of excavated locations to create estimated examples of the historical structures and civilization

Managing staff during both the excavation work and the recording and analysis of artifacts

Collecting data into a database and performing analysis to further understanding of the area and cultures being studied

Writing reports, academic papers and presentations on discoveries to share information

Assessing developer planning applications to ensure that any proposed construction will not disrupt potentially valuable archeological sites

Developing scientific hypotheses based on analysis of data, then testing these theories through excavation, further research and analysis

Conducting interviews and coordinating with other experts in the region and time period being studied to improve the accuracy of any assessments and projections

Working in a museum or school setting, providing education about historical items and societies».

(What is an Archeologist? Retrieved from. URL <https://www.indeed.com/career-advice/finding-a-job/what-is-an-archeologist>)

Activity 6. Profession - Historian and Archeologist. An essay. Read and write your opinion on this topic.

Historian: Becoming a historian has its advantages and disadvantages. When I studied history, I realized that one of the major advantages was the opportunity to understand the past deeply. I had always been fascinated by ancient civilizations, and my

research allowed me to explore their cultures and events. However, I also faced challenges. Many historians struggled to find funding for their projects, and often they dealt with the frustration of interpreting incomplete records. By the time I completed my studies, I had discovered that while the field was rewarding, it also required persistence and patience. Archeologist: As an archeologist, the advantages were equally compelling. I had the chance to work outdoors, excavating sites and uncovering artifacts. This hands-on experience made history tangible for me. I remember one summer when I worked on a dig that revealed an ancient settlement; it was exhilarating. Nonetheless, the work could be physically demanding and often involved long periods away from home. Many archeologists had faced these challenges, and I understood that it was essential to be adaptable and resilient.

**Activity 7. Read the text. How do you see the world in 2200 year?
Predict the future.**

The Future: Perspectives from a Historian As a historian looking towards the future, I foresee significant changes and discoveries that will shape our understanding of the world and Ukraine. The next few decades are likely to bring new insights into history, archaeology, medicine, and environmental preservation.

Predictions for Historical Discoveries: The ongoing advancements in technology will likely lead to groundbreaking discoveries in the field of history. For example, the use of artificial intelligence and big data could unveil patterns in historical events that were previously overlooked. We might uncover new narratives about underrepresented groups, enriching our understanding of social dynamics and cultural exchanges throughout history.

Predictions for Archaeological Discoveries: In archaeology, advancements in remote sensing technology and 3D scanning will enhance our ability to locate and analyze ancient sites without extensive excavation. I anticipate that hidden civilizations will be discovered in places previously thought to be barren or insignificant. For instance, satellite imagery may reveal ancient urban layouts in remote areas, providing fresh insights into the development of human societies.

Predictions for Medical Discoveries: In the field of medicine, the integration of genetics and personalized medicine will revolutionize healthcare. I foresee the identification of genetic markers that will enable targeted therapies for diseases such as cancer and rare genetic disorders. Additionally, advancements in biotechnology may lead to breakthroughs in regenerative medicine, allowing for the repair or replacement of damaged tissues and organs.

Predictions for Environmental Preservation: Environmental science will also witness transformative developments. Innovative technologies, such as bioengineering and sustainable materials, may lead to new methods for carbon capture and pollution reduction. I predict a greater global emphasis on restoring ecosystems, with community-driven initiatives harnessing local knowledge to combat climate change and biodiversity loss. As nations collaborate, we may see a shift toward a more sustainable coexistence with nature.

The World in the Year 2200 Looking further ahead, in the year 2200, I envision a world transformed by these advancements. Society will likely be more interconnected through technology, fostering a global culture that values diversity and collaboration. Education will become more accessible, empowering individuals to contribute meaningfully to their communities. In terms of governance, I foresee an increase in collaborative international efforts to address global challenges, such as climate change and health crises. The concept of borders may become more fluid, as people migrate for opportunities and climate adaptation. Technological innovations will redefine daily life. Artificial intelligence will play a crucial role in decision-making processes,

enhancing efficiency while raising ethical questions about autonomy and privacy. In Ukraine, the rich cultural heritage will be preserved through digital archiving and virtual experiences, allowing future generations to engage with history in new ways.

Sustainable practices will reshape urban planning, making cities more livable and environmentally friendly. Overall, the world of 2200 may be characterized by resilience, innovation, and a collective commitment to addressing the challenges of our time, all while honoring the lessons of history.

TOPIC 4. ACHIEVEMENTS IN THE FIELD OF HISTORY AND ARCHEOLOGY.

Activity 1. Read and translate.

Recent Developments in the Field of History In recent years, historians have increasingly utilized digital technology. They have been creating virtual archives and employing data analysis to uncover patterns in historical events. This shift has changed the way historians approached their research. By the time I began my own projects, many had already established online databases that made information more accessible.

Distinctive Achievements in the Field of History and Archeology Historically, significant achievements have marked both history and archeology. For example, the unearthing of Tutankhamun's tomb in 1922 revealed treasures that expanded our understanding of Ancient Egypt. Similarly, the work of historians in decoding ancient texts has illuminated forgotten civilizations.

By the time I read about these discoveries, I had come to appreciate the profound impact they had on our understanding of human history. Communities: Being Good Neighbors in the Modern World To be good neighbors in the modern world, we must learn from history. Communities that thrived historically were often those that fostered collaboration and mutual respect.

For future generations, it is crucial to promote inclusivity and understanding, much like how diverse societies flourished in ancient times. I had often reflected on how shared cultural practices strengthened bonds in past communities, and I believe these lessons are vital today. By nurturing a sense of community, we can build a better world for those who come after us.

Activity 2. Top 10 Archeological discoveries. Read and add what archeological discoveries do you know.



1. After a devastating volcanic eruption of Mt. Vesuvius in 79 AD, Pompeii – an ancient Roman city – was buried under ash and pumice. The eruption destroyed the city and killed its inhabitants, a tragic story but one that left us with a vast archaeological site and a hoard of Roman treasure.

Buried under ash means no air and moisture, so buildings, objects and cadavers have stayed well-preserved for thousands of years. A great deal of our knowledge of everyday life in a Roman city is owed to the very existence of Pompeii.

2. The great Tutankhamun owes his fame to Howard Carter and George Herbert's discovery of his tomb in 1922. KV62 (the Egyptian

designation for the tomb) was uncovered fairly intact in the Valley of the Kings.



Although small in size and seemingly intended for a private individual rather than royalty, the tomb contained over 2,000 pieces of valuable antiques. Tutankhamun remains a worldwide symbol and sparks renewed interest in Ancient Egypt every day. It was a great find that contributed a significant deal to archaeological awareness.

3. Rosetta Stone



Dating back to 196 BC, the Rosetta Stone was inscribed with a decree from the Ptolemaic King Ptolemy V, inscribed in three languages: Ancient Egyptian hieroglyphs, Demotic script and Ancient Greek.

Its discovery in 1799 made it the first Ancient Egyptian bilingual text uncovered in modern times. The language had previously been impossible to decipher and a bilingual find of this kind meant we could begin to make sense of hieroglyphs. We can now translate almost any artefact with Ancient Egyptian hieroglyphs thanks to the discovery of the Rosetta Stone.

4. The Terracotta Army is a mesmerising collection of terracotta sculptures depicting the armies of China's first emperor, Qin Shi Huang. It's an example of funerary art made with the symbolic intention of protecting the emperor in his afterlife.



The army dates from the third century BC and numbers approximately 8,000 soldiers, 130 chariots and 520 horses. It tells us a lot about how Chinese soldiers were equipped at the time, the weapons they used and the clothes they wore.

5. The last Plantagenet King of England, Richard III's reputation as a prince killer, crookback, and all-round nasty power grabber is a mainstay of English folklore. Despite his infamy, his burial site remained a mystery until the Looking for Richard project in 2012.

With the help from the University of Leicester's archaeological services, the project uncovered human remains within the site of the former Greyfriars Friary Church in Leicester. The remains were tested and scientifically proven to be those of Richard III, attracting much media attention.



6. This 30-mile section of Tanzania's Rift Valley is responsible for much of what we know about the evolution of hominins and eventual existence of our species. Fossil remains found in Olduvai Gorge show that precursor human species date as far back as 1.9 million years ago.

They also show how we've increased in social and cognitive complexity through stone tool use and a hunter-gatherer lifestyle. Tools and animal remains found in a central area indicated developing social interaction and these phenomena are seen in increasing fashion in the more recent remains. Our species, homo sapiens, are thought to have occupied the site from around 17,000 years ago.



7. The Cave of Altamira represents a fascinating example of where the fields of archaeology and anthropology meet to tell a beautiful story. The Spanish cave contains prehistoric paintings of mammals and human hands, and when it was discovered in 1880 it was the first find of its kind.

The discovery totally changed our understanding of prehistoric humans, who were previously believed to lack the intellectual capacity for artistic expression. The artefacts date back to between 14,000 and 20,000 years ago, giving us a glimpse into the lives of our very distant ancestors.



8. The Dead Sea Scrolls are a collection of 800 manuscripts found in 11 caves just 2km inland from the Dead Sea and in the vicinity of Khirbet Qumran, an ancient settlement in the West Bank.

The texts are some of the earliest known Hebrew biblical documents, and date over a 700-year period before the birth of Jesus Christ. They've provided incredible insight for biblical translators, shining a light on what the Bible was like 2,000 years ago and how it was put together by various individuals over many years.



9.Archaeologists have recorded 887 massive statues on Easter Island, a Chilean Polynesian island in the Pacific Ocean. The statues are known as Moai, and are an impressive tribute to the Rapa Nui people dating to between 1250 and 1500.

What's so interesting about the Moai is the feat it must have taken for their transportation across the island. Legends among the Rapa Nui people recall how they used divine power to command the statues to walk.



10. The Staffordshire Hoard represents the largest hoard of Anglo-Saxon gold and silver metalwork ever found. Consisting of over 3,500 items, the hoard was found by a metal detectorist buried underneath a farmer's field in Staffordshire, UK, in 2009.

The discovery is said to have completely altered the perception of Anglo-Saxon England, and seeing as the hoard accounts for over 60% of all the Anglo-Saxon items we've conserved, that's not surprising. The hoard was valued at over £3 million.



*(Top 10 Archeological discoveries Retrieved from. URL:
<https://www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/top-ten-archaeological-discoveries>)*

Activity. 3. Read an article and translate. Define narrative tenses
Four major achievements in Archaeology and Anthropology.

1. Cathole Cave, South Wales

Over the past 20 years I have been responsible for taking students from the University of Bristol to selective early prehistoric sites on the Gower Peninsula, South Wales. One of these sites is Cathole Cave, a dry valley cave located several kilometres inland from the coast. In 2009, myself and a small team discovered European brown bear claw marks within one of the side chambers, along with potential engraved marks that may have been made through anthropogenic activity. In September 2010, I made the discovery of an engraved *cervid* on a botryoidal surface within the same cave. This discovery reaffirmed the presence of hunter/fisher/gatherer communities in this area of Britain during the Late Upper Palaeolithic. The discovery of the engraved figure within a niche located at the rear of Cathole Cave suggests that hunter/fisher/gatherer communities possibly used this section of the cave for ritual purposes. The figure, with a clearly defined torso, legs, and antler set, was produced using a flint tool. The contrast between the straightness of the engraved lines and the curved surface of the flowstone into which it has been carved eliminated any possibility that the figure is a chance configuration of natural fractures. The engraving is the first of its kind to be found in Wales and only the second confirmed discovery of parietal art in the British Isles. In April 2011, samples were taken from a secondary mineral deposit – speleothem (*stal*) – for Uranium Series dating; a section of this deposit stratigraphically overlaid part of the muzzle of the cervid and the surface on which it was engraved, which provided a minimum age for the engraving of around 12,500 BCE. Following the discovery, I undertook several more projects with this particular cave including the first 3D laser scan mapping of the cave [and in Wales] (also producing the first accurate plan of the cave) and a second expedition of the cave's interior, looking for further rock art (what I carefully term as a *Visual Communication System* [VCS]). Currently, myself and a team from Portugal and Italy are involved in further sampling strategies within the cave, homing-in on a specific area where possible applied haematite has been identified. The sampling strategies that I have used include RAMAN spectrometry and lipids on the haematite and Uranium Series dating on an overlying copper-rich speleothem.

2. Trefael, South-west Wales

In 2009, I directed a team of archaeologists to excavate a once-considered standing stone located in a large flat field that stands north of the coastal village of Newport in south-west Wales. The excavation extended over four seasons and revealed the fragmentary remains of a Portal Dolmen, along with 15-20 other prehistoric subsurface features - recognised initially through a geophysical survey. What of Trefael and its context? The standing stones covering Western Britain's valleys and uplands come in all shapes and sizes, probably acting as markers to guide communities across the later prehistoric landscape; moving from one monument to another. Unsurprisingly, within this enigmatic group there are a small number of stones that do not conform to the rules of the rest - some are marked with ancient rock art, while others possess an earlier, more complex history. The Trefael Stone in south-west Wales is one such monument. Once considered a solitary standing stone and probably erected during the Early Bronze Age, it has now been proved that in a previous life this was part of a Neolithic Portal Dolmen, one of Western Europe's earliest types of Neolithic burial monument. Standing in an isolated field outside the coastal village of Newport, is an exposed igneous upright stone measuring about 2.3 x 2m, known as the Trefael Stone. Contained on one of its surfaces are over 70 cupmarks. Revealed from the following season's programme were an array of ceramics and the human remains belong to a juvenile. These remains were chronometrically-dated to the Late Neolithic/Early Bronze Age. One trench also revealed the intact remains of the chamber belonging to a Bronze Age cairn, one of ten or so found within the vicinity of the Trefael monument (discovered through geophysical survey).

3. Dalancey Park, Guernsey, Channel Islands

The Dalancey Park Neolithic gallery grave constitutes a nationally important monument that is statutory protected through the States of Guernsey. Since discovery, the site has been excavated three times, the most recent in 2010-11. Since the discovery in 1919 the monument has witnessed a number of changes including alterations to the southern stone alignment; one stone was removed sometime after 1932; and changes to the surrounding landscape. Although one cannot fully recreate the Neolithic landscape around Dalancey Park, I had suggested that the landscape would have been open, especially to the north, overlooking a former natural water channel known as Braye du Valle and the northern island of Clos du Valle. My involvement with this project commenced in 2009 when an application to first survey the site and then evaluate it was made. For this (and other projects I have undertaken in the past) I used what is termed a *staged approach*. This system of data collation, fieldwork and interpretation initially included a desk based assessment (DBA). This exercise allowed me to contextualise the site prior to any intrusive investigations. Following the DBA, the site was surveyed using traditional tape and offset

methodology. In 2010, the fieldwork season included the excavation of a series of small evaluation trenches in and around the monument. From each trench, information concerning the construction and use of the monument was gathered. This field exercise provided enough information to justify a full excavation of the monument in 2011. The excavation programme, extending over three weeks included a large open-area excavation that measuring c. 12m x 8m and three small trenches located around the peripheries of the monument. My excavation did reveal a number of deposits, features and structures that were associated with the Neolithic and Early Bronze Age use of the site, including a later prehistoric palaeosol (which was sampled), several cobblestone surfaces and stone settings (belonging to numerous monument uprights). As part of the long-term conservation/enhancement of this site, the States of Guernsey's Guernsey Museums and Galleries Service and the Admiral De Saumarez Trust were presented with a Conservation Management Plan (CMP) following the final excavation element of the project.

4. Negev Desert, Israel

Since 2012 and until present, I have been involved in a geo-prospection programme, looking and researching prehistoric and contemporary rock art in the Negev Desert, southern Israel. The prehistoric rock art of the Negev Desert can be considered of international importance with many thousands of engravings dating as far back as 3000 BCE, if not earlier. Over the course of the past two millennia, the Negev Desert in southern Israel has accommodated fluctuating numbers of pastoral nomads who migrated from the Arabian Peninsula and neighbouring territories. These groups, particularly with the last major wave of Bedouin migration in the 18th and 19th centuries, introduced a style of rock art consisting mostly of combinations of abstract marks, footprints and Arabic inscriptions,. With few exceptions, Bedouin rock art is aniconic in nature and stands in contrast to pre-existing Negev rock art styles. Nearly all the panels that the Bedouin marked with abstract motifs already bore riders, combat and hunt scenes, *orange* anthropomorphs and numerous ibex. Large numbers of Bedouin rock art created in the last two centuries are found at most existing Negev rock art sites. Bedouin rock art elements are regularly superimposed over older rock art panels.

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