Innovating with the Multimodalities-Entextualization Cycle in Language Across the Curriculum (LAC) to Improve ESL Junior Secondary Students' English Literacy

Materials tried out in teachers' lessons:

Classical Civilization: An LAC Collaboration [Teacher Version]

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The lesson materials tried out represented an LAC collaboration between the **History (S1)** department and the **English** department.

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Unit Plan

Module	Topic 2 The development of European Civilization (i) classical civilization
Target Class Level	Form 1
Notes to teachers	- The text structure of *'historical recount'* (Background^Stages in time order) and *'information report'* (Overview^Aspect 1^Aspect2) should be highlighted when teaching the texts; - A mind map or a table should be used for students to brainstorm and organize their ideas for the 'reading to writing' task (Task 9 part 1); - Some IT suggestions are given alongside the tasks for online teaching contexts.
Learning Objectives	**Contents:** Students can: 1) define division of periods in European history: Ancient times and Medieval times 2) describe the rise of classical civilization (early european civilization, Ancient Greek civilization, Ancient Roman civilization) 3) define different forms of governance 4) compare and explain the differences between Ancient Greece and Ancient Rome in the forms of governance 5) explain the influence and significance of classical civilization on the present societies **Language functions:** Students can: 1) use the following words related to classical civilization *ancient, medieval, Minoan civilization, Mycenaean civilization, Dark Age, Ancient Greek civilization, The Classical Age, Ancient Roman civilization, Roman Republic, Roman Empire, Sparta, Athens, Monarchy, Oligarchy, Democracy, The Assembly, council, officials, People's Court, nobles, commoners, executive, consuls, citizens, senate, patricians, legislative, plebeians, tribunes, Greek mythology, philosophy, sculpture, architecture* 2) identify the text structure of historical recount 3) identify the text structure of the information report 4) write prepositional phrases to describe the time of historical events in the second stage of the historical recounts 5) define a concept with "A means B" in the first stage, definition, of the information report 6) describe influence and significance in in the information report

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Part 1: Introduction to classical civilization

Task 1A - What can you think of when we talk about European history?

The following items can be traced back to different cultures around the globe. Select those derived from European history. Click here (pp.1) for the task.

Task 1 Choose items from European history in the following:

Task 1B: Listen to the song about ancient Greece.
(IT Note: This task can be done with Padlet or Mentimeter for online teaching contexts)

What can you learn from this song? Write in the box below. Be ready to share your answers with the class.

Task 2 - Read the text below to complete the following tasks

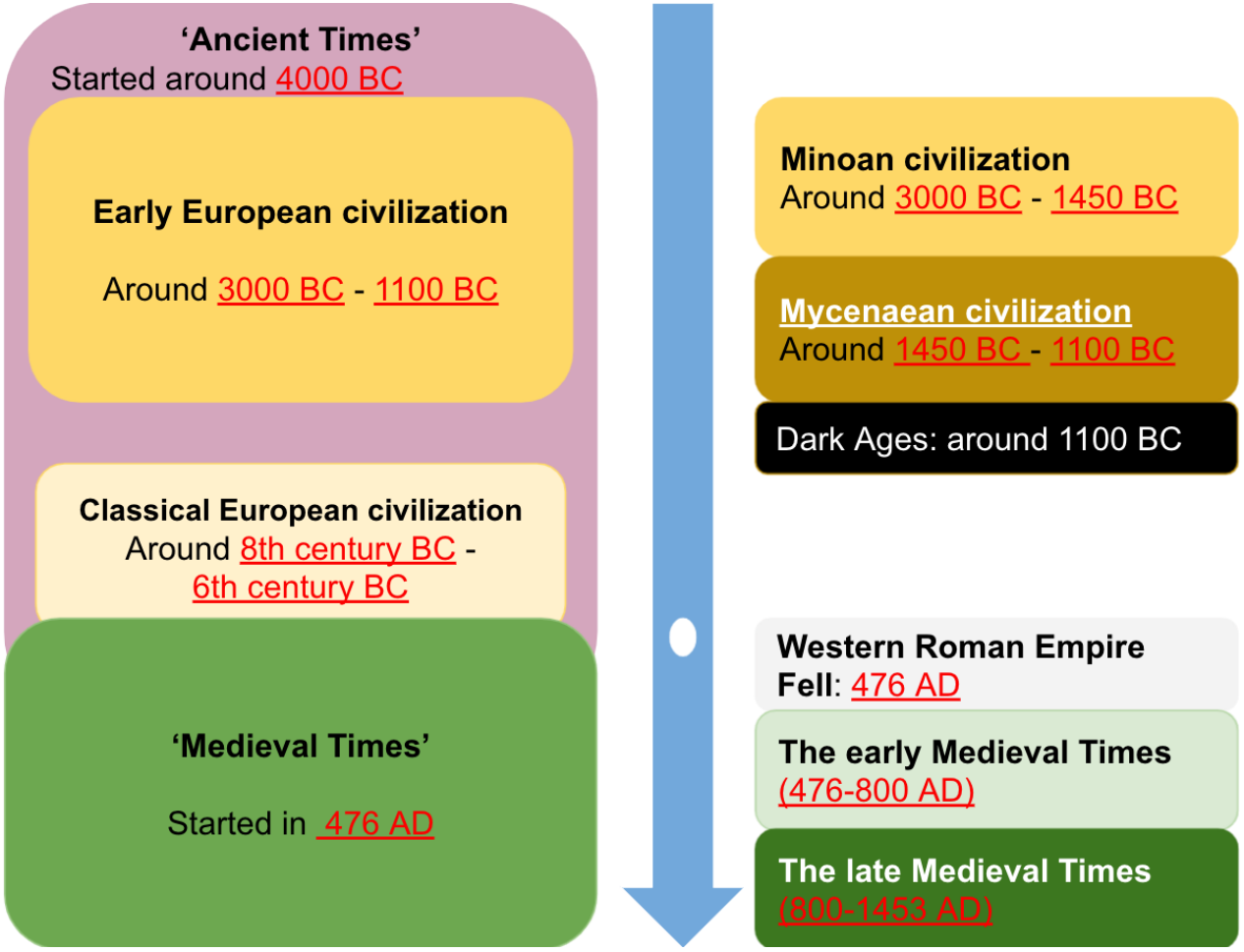
Reading Text 1 (For sub-topic 1)	words in red: subject-specific vocabulary words in blue: General academic vocabulary words in green: Prep. phrases of time (target language form) words in yellow: linking words
Division of periods in European history Historians divide European history into different periods. The period 4000 BC-1453 AD was divided into 'ancient times' and 'Medieval Times' based on when the Western Roman Empire fell. 'Ancient times' of Europe started around 4000 BC. Around 800 BC, classical civilization rose in the Mediaterranean region. It was regarded as the origin of European civilization. In 476 AD, the Western Roman Empire fell. Ancient times ended. Europe entered 'Medieval Times' (also known as the Middle Ages). Historians subdivide this period into two parts, namely the early Medieval Times (476-800 AD) and the late Medieval Times (800-1453 AD). **Early European civilization** The Aegean region was close to the Fertile Crescent civilization and the Nile Valley civilization. It was influenced by these two advanced civilizations: Minoan civilization and Mycenaean civilization.	**Text type:** historical recount **Background: The two stages of the European history** **Stage 1 : Early European civilization** **-** Language of description: a. Introducing the location: [A] is close to [B] b. Introducing the effect: [A] is influenced by [B] = [B] has influence on [A] **Sub-stage 1: Minoan civilization**

Minoan civilization lasted between 3000 BC to 1450 BC. Around 3000 BC. The Minoans started the Minoan civilization on the island of Crete. They had advanced skills in architecture (建築) and pottery (製陶). The influence of this civilization spread to the Greek peninsula (半島) and neighbouring islands. **Mycenaean civilization** lasted between around 1450 BC to 1100 BC.Around 1450 BC, the Mycenaeans conquered (征服) Crete and many territories on the Greek peninsula. They learned from the Minoan civilization and developed their own civilization. They were famous for their skills in ship-building and metal-work.	**Sub-stage 2: Mycenaean civilization** - language of description: a. Pronoun reference: 'they' refers to 'the Mycenaeans' b. Explaining cause and effect: [A] learns from [B]: [A] = effect; [B] = cause
Birth of classical civilization The Mycenaean civilization went into decline in 1200 BC. Around 1100 BC, the Greek peninsula entered its Dark Ages. In the 8th century BC, the ancient Greeks absorbed the Aegean civilization, while the ancient Romans learned from the ancient Greeks. Both developed their own civilizations later on. They were known as the 'ancient Greco-Roman civilization' or 'classical civilization'. The classical civilization continued until the 6th century AD. Although it happened between ancient times and Medieval Times, we can still find its impact and contribution to the world today.	**Stage 2: Birth of classical civilization** - language of description: a. defining/explaining: passive voice: [A] is known as [B] b. Linking words: while (expressing the same time); although (subordinating conj. = in spite of)

Task 2A

The timeline shows the development of civilization in Europe. Read the text again and complete the timeline.

Click here (Page 2) for the diagram:



Task 2B Arrange the following events in chronological order beginning with the earliest.
(IT Note: This task can be done with Nearpod for online teaching contexts)

A. End of classical European civilization
B. Rise of early European civilization
C. Start of ancient times of Europe
D. End of Medieval Times of Europe

C **B** **A** **D**
_____ -----> _____ -----> _____ -----> _____

Task 3 - Read the text below to complete the following two tasks.

Reading Text 2 (For sub-topic 1) **Ancient Greek Civilization** Around 800 BC, the ancient Greeks built city-states (城邦) and invented writing. The birth of the ancient Greek civilization ended the Dark Ages of the Greek peninsula. The rapid development of city-states brought the ancient Greek civilization into its golden age, the 'Classical Age' (around the 5th-4th centuries BC). Athens was a	words in red: subject-specific vocabulary words in blue: General academic vocabulary words in green: Prep. phrases of time (target language form) words in yellow: linking words Words underlined: nominalization **Text type:** historical recount **Background** -descriptive language points out the text topic (ancient Greek civilization) and its significance **Stage 1: Rise and spread**

centre of trade, learning and art on the peninsula. This period marked the rise and spread of the ancient Greek civilization. During the Classical Age, the ancient Greeks set up colonies in the Black Sea and Mediterranean regions. The Macedonian king Alexander the Great further built up a large empire that covered Europe, Asia and Africa. The ancient Greek civilization was thus widely spread in these conquered areas. During the subsequent Hellenistic Age (323 BC-146 BC), the ancient Greek civilization still influenced the Mediterranean region, and West and Central Asia. From the 3rd century BC, the ancient Romans started invading ancient Greece. They finally occupied the Greek peninsula in 146 BC. The peninsula was then mainly influenced by the ancient Roman civilization. The ancient Greek civilization declined.	**Stage 2: Decline** - linking words: finally, then (introducing sequence) -- commonly used in historical recounts

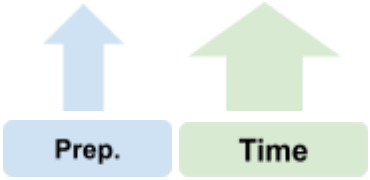
Task 3A Fill in the table about Ancient Greek Civilization.

<table>
<tr><th colspan="4">Ancient Greek Civilization</th></tr>
<tr><th>Paragraph No.</th><th colspan="3">Details</th></tr>
<tr><td rowspan="2">1</td><td rowspan="2">Ancient Greek Civilization</td><td>Birth time</td><td>Significance</td></tr>
<tr><td>Around 800 BC</td><td>Ended the Dark Ages</td></tr>
<tr><td rowspan="3">2-3</td><td rowspan="3">Rise and Spread</td><td>Causes</td><td>Effects</td></tr>
<tr><td>The rapid development of city-states</td><td>The ancient Greek civilization rose into its golden age, the ‘Classical Age’ (the 5th-4th centuries BC)</td></tr>
<tr><td>- Colonization
- Built up an empire covering Europe, Asia and Africa</td><td>The ancient Greek civilization was spread in the conquered areas.</td></tr>
<tr><td>4</td><td>Decline</td><td>The ancient Romans invaded ancient Greece.</td><td>The ancient Greek civilization declined.</td></tr>
</table>

(The above table can be provided for students. Or leave some blanks for students to fill in.)

Language Support 1 - Prepositional phrases of time
In Text 1 and Text 2, underline the language that describes TIME (e.g. during the Classical Age).

Phrases like ‘during the Classical Age’ are prepositional phrases. They are often used to tell the time.



Prepositions	Time
around	a period of time
in	
during	
until	a point of time
from	
on	

Task 4 - Choose a proper preposition in Table 1 and the correct time in Table 2 to complete sentences below.

(IT Note: This task can be done with a Nearpod activity for online teaching contexts)

Table 1	Table 2		
in	800 BC, AD 476	3000 BC	the Classical Age
until	the 6th century AD	The 3rd century BC	1100 BC
from	146 BC	the 8th century BC	1450 BC
during	4000 BC	1200 BC	the Hellenistic Age

1. In 146 BC, the ancient Romans occupied the Greek peninsula.
2. The ancient Greeks set up colonies in the Black Sea and Mediterranean regions during the Classical Age.
3. During the Hellenistic Age, the ancient Greek civilization still influenced the Mediterranean region, and West and Central Asia.
4. From the 3rd century BC, the ancient Romans started invading ancient Greece.
5. Around 800 BC, the ancient Greeks built city-states (城邦) and invented writing.
6. The Mycenaean civilization went into decline in 1200 BC.
7. The classical civilization continued until the 6th century AD.
8. In AD 476, the Western Roman Empire fell.
9. Around 1100 BC, the Greek peninsula entered its Dark Ages.
10. Around 1450 BC, the Mycenaeans conquered Crete and many territories on the Greek peninsula.
11. 'Ancient times' of Europe started around 4000 BC.
12. In the 8th century BC, the ancient Greeks absorbed the Aegean civilization, while the ancient Romans learned from the ancient Greeks.
13. Around 3000 BC, the Minoans started the Minoan civilization on the island of Crete.
14. Around 800 BC, classical civilization rose in the Mediaterranean region.

Part 2: Legacy and significance of classical civilization

Task 5: 12 Zodiac Signs and 12 Greek Gods/Goddesses: Click here (pp. 2-14) for the answer key of the task

Classical civilization seems distant but some of its legacy is close to our everyday life. There are 12 major gods/goddesses in Greek mythology (p.31 of your textbook), and each of them represents one of the twelve zodiac signs (星座) that people couldn't stop talking about nowadays. Based on your understanding of the personality features of each zodiac sign, match them with the corresponding gods/goddesses. Write the name of the god below the sign it represents. Be ready to share your answers with your partners and the whole class.

12 zodiac signs

Task 5
12 signs and 12 Greek gods

12 major gods in Greek mythology
(Textbook Page 31)

Task 6 - Read the following text to fill in the table about different forms of governance in classical civilization

Reading Text 3 (For sub-topic 2)	words in red: subject-specific vocabulary words in blue: General academic vocabulary words in green: Prep. phrases of time (target language form) words in yellow: linking words words underlined: nominalization words highlighted in yellow: language of definition (target language form 1) words highlighted in blue: language of significance and influence (target language form 2)
Forms of governance in classical civilization Different forms of governance can be found in classical civilization. These include Spartan oligarchy and Athenian democracy in ancient Greece, and Republican system and Imperial system in ancient Rome.	**Text Type: Information report** **Overview of the text**
Ancient Greece The political development of ancient Greece was unique. There were many independent city-states and they were ruled by different forms of government, including monarchy meaning 'rule by kings' (e.g. Macedonia), oligarchy meaning 'rule by a group of nobles (貴族)' (e.g. Sparta) and democracy meaning 'rule by the people' (e.g. Athens).	**Aspect 1: forms of governance in ancient Greece**
Spartan oligarchy 'Oligarchy' was defined as 'rule by a small group of people' in ancient Greek. Around the 8th century BC, Sparta turned into oligarchy. There were still kings,	**Sub-aspect 1: Spartan oligarchy**

but the Council of Elders got the highest power. The elders in Sparta were chosen from nobles, the minority of the population. Compared with monarchy, oligarchy could avoid absolute rules. This system was adopted and improved by later generations. The Roman Republic was an example. ***Athenian democracy*** 'Democracy' was understood as 'rule by the people' in ancient Greek. In the 6th century BC, the Athenians set up a democratic government. The Assembly was the decision-making body. All citizens regardless of wealth could join the Assembly and vote (included secret ballot 不記名投票) on bills. They could also be elected as officials by lots. Although only citizens could take part in governance, Athenian democracy was the most open political system in ancient Greece. Today, the political systems of many countries learn from the Athenian democratic system of 'public participation' and 'secret ballot'.	**Sub-aspect 2: Athenian democracy**
Ancient Rome The Romans learned the ancient Greek civilization from their neighbouring peoples. They also developed different political systems because of civil wars and foreign expansions. These were the great legacies of the ancient Roman civilization. ***Republican system*** "Republic" means "a state ruled by the people". At first, the ruling power was in the hands of the patricians (貴族). Later, the plebeians (平民) could also take part in governance through their tribunes (護民官) and consuls (執政官). Since then, the government of the Roman Republic had consisted of the elements of both oligarchy and democracy. In terms of the element of oligarchy, the consuls and senators only came from a small group of patricians until the 5th century BC. As for the element of democracy, from the 4th century BC onwards, all male Roman citizens (patricians and plebeians) formed the Assembly, also known as the Legislative, to elect officials and vote on bills.	**Aspect 2: forms of governance in ancient Rome** **Sub-aspect 1: Republican system**

Tribunes (護民官) were elected to represent the plebeians in the Senate. Tribunes could veto bills which were against the plebeians' will. Consuls chosen from the plebeians also increased the power of the majority. The Roman republic had two consuls as rulers. They were elected by all male citizens, not hereditary (世襲). The two consuls also checked and balanced each other. This prevented the rise of absolute rule. In sum, the element of democracy protected the right of plebians. It was a very progressive political system at that time. The idea of republic spread with the expansion of the Roman Republic. Its influence continues today. Many modern countries still adopt the republican system. ***Imperial system*** After the republican system came the imperial system. During the period of the Roman Empire, the Roman emperor was an absolute ruler who held all executive, military and judicial powers（行政、军事、司法权力）He was above all government organs. With regard to local administration, the Roman emperors improved the provincial system and appointed governors to rule for them. This maintained the stability of the conquered regions as well as the empire. The Roman system of administrative centralization has become an important model for later reference. In many modern states, the central government (中央政府) holds supreme power (最高權力) and local governments（地方政府）get their power to rule from the central government.	**Sub-aspect 2: Imperial system**

Do you know? (I)

Background to the political development in ancient Greece

Geographical barriers

Ancient Greece was hilly. It included the Greek peninsula, Crete, the west coast of Asia Minor and islands in the Aegean Sea (present day Greece, Macedonia and Turkey). As places were separated by sea and mountains, the Greeks set up independent city-states.

Cultural differences

The ancient Greek were made up of different tribes (部落). They had different cultures. It was difficult to unite them and set up a unified government. They ruled themselves and developed different forms of government.

Social differences

Social differences also led to different forms of government. For example, a highly centralized government was needed in Sparta so as to rule the large population of slaves. As for Athens, more people engaged in trade and they wanted more power from nobles. This prompted the rise of democracy.

Do you know?(II)

Features of ancient Greek political development

Co-existence of city-states

There were several hundred city-states of different sizes in ancient Greece. Each city-state included a city and the surrounding land. They were ruled by independent governments. Relations among these city-states were almost equal. Athens and Sparta were the two most representative city-states.

Diverse forms of governance

According to the ancient Greek scholar Aristotle, ancient Greek city-states had three main forms of government: monarchy meaning 'rule by kings' (e.g. Macedonia), oligarchy meaning 'rule by a group of nobles (貴族)' (e.g. Sparta) and democracy meaning 'rule by the people' (e.g. Athens). Under different forms of governance, the level of citizens' participation in politics varied. In ancient Greece, citizens were free adult men who were born in and lived in the city-states. They had the right to vote and be elected as officials.)

The following table is for the whole class/ the less able students' writing task

City-state/ country	**Ancient Greek**		**Ancient Rome**	
	Sparta	Athens	Roman Republic	Roman Empire
Form of governance	Oligarchy	Democracy	Republican system	Imperial system
Main features (Definition)	Rule by a few nobles	Rule by all citizens	Oligarchy and democracy	Emperor's absolute rule
Centre of power	The Council of Elders	The Assembly	Consuls, Senate and the Assembly	Emperor
Political participation of citizens	All citizens could join and cast votes in the Assembly. Only elderly nobles could be elected to the Council of Elders.	All citizens could take part in governance.	By the 4th century BC, all citizens could join and vote in the Assembly. The plebeians and the patricians could join the Senate and become consuls.	The emperors held all political power. The Assembly, the Senate and citizens lost political power.

(The above table can be provided for students. Or leave some blanks for students to fill in.)

Language Support II - Language of definition

The following sentences show how to define things in writing:

Terms to be defined	means/was/was understood as/was defined as	Definition
‘Oligarchy’	was defined as	‘rule by a small group of people’ in ancient Greek.
‘Democracy’	was understood as	‘rule by the people’ in ancient Greek.
Republic	means	“a state ruled by the people”
[A]	means/was/was understood as/ was defined as	**[B]** (a noun/an adjective/a sentence)

Your turn: Write the definition for the following item

Terms to be defined	means/was/was understood as/was defined as	Definition
Imperial system	means	‘rule by the emperor only’ in ancient Rome.

Language Support III - Language of cause and effect

In text 3, highlight the sentences that tell you the influence of classical civilization on today's lives.

Examples:

Cause	Effect	Signal words (verb/verb group)
Compared with monarchy, oligarchy could avoid absolute rules.	This system was adopted and improved by later generations.	was adopted and improved

Effect	Cause	Signal words (verb/verb group)
Today, the political systems of many countries learn from	the Athenian democratic system of 'public participation' and 'secret ballot'.	learn from

Signal words talking about influence and significance

verbs/verb groups		nouns	adjectives
Active voice	Passive voice		
adopt	be adopted	(have/has) an impact on	(remain) popular
improve	be improved	(have/has) an influence on	(be) well-known
use	be used		

influence	be influenced
study	be studied
inherit	be inherited
come from	/
continue	/
give birth to	/

Task 7 - Pair up the cause in Table 1 and the effect in Table 2 and use a proper signal word to write about the significance of law and the creation of culture in classical civilizations to today's lives.
(IT Note: This task can be done with a Nearpod pairing activity for online teaching contexts)

Table 1	Table 2
1.The concepts of natural rights and equality in the Roman law (c)	a. The English words 'chaos', 'hygiene', 'music'
2. Ancient Roman sculptures emphasized showing the real image of mortals and paid attention to details (e)	b. Westen philosophy
3. The names of related Greek gods (a)	c. modern Western law codes
4. Ancient Greek thinkers asked many questions and tried to find the answers through methods such as rational argument. (b)	d. city planning
5. the concept of forum (d)	e. the development of Western art

1. The concepts of natural rights and equality in the Roman law were inherited by Western law codes.
2. Ancient Roman sculptures emphasized showing the real image of mortals and paid attention to details. They had a great impact on the development of Western art.
3. The English words ‘chaos’, ‘hygiene’, ‘music’ come from the names of related Greek gods.
4. Ancient Greek thinkers asked many questions and tried to find the answers through methods such as rational argument. This gave birth to Westen philosophy.
5. The concept of forum is widely used in city planning

Task 8 How to introduce classical civilization to your friends?

In this unit you have read two types of texts: historical recounts and information reports. Historical recounts are for recalling (忆述) true historical stages(歷史階段). Reading 1 and Reading 2 are historical recounts. This text type begins with the historical background and then talks about the historical events or stages in time order.

The structure of **historical recounts** is as follows:

^Background
You may use:
-action verbs in the simple past to tell what people did or what happened;
-the simple present to define some terms
-specific nouns to name specific people or things;
-prepositional phrases to tell information of by whom/what, when, where, why;

^ Historical events in time order
You may use:
-prepositional phrases indicating time to **sequence** the events;
-use action verbs (past tense) to **describe** what happened;
-use “but” and “while” to compare and contrast (对比);
-use “to-do” (to-infinitive phrases) to tell why (the purpose)
-use “firstly”, “secondly” and “thirdly” (sequence connectives) to tell sequence of events

^ Evaluation of the historical stages(optional)

While Reading 1 and 2 are historical recounts, Reading 3 is an example of **Information Report**. Information reports are for giving factual information about something (e.g. governance in classical times).

The structure of **information report** is as follows:

^Classification / Definition

You may use:

- "A is/are B"/ "A means (can be understood, can be seen, refers to, is defined as) B" to classify / define;
- Relative clauses (defining) to define
- 'There is/are' + class nouns to classify

^Description / Information of different aspects

- General nouns/noun phrases to name general objects
-Prepositional phrases to give detailed information of 5Ws
-Action verbs (timeless present or passive) to tell what happens

^Summary (optional)

Task:

In the following writing template (pp.16), fill in the blanks to complete the summary of the classical civilization. Then self-record a 2-3 minute presentation and share it with your teacher and classmates.

Background:
Brief introduction/ overview of the events being reported, and signposting for the whole text

Historical events in time order:
Describing the developmental stages of the events, usually one stage in one paragraph

Summary of European classical civilization

The period 4000 BC to 1453 AD was divided into 'ancient times' (from 4000 BC to 800 BC), classical civilization (from 800 BC to 476 AD) and 'Medieval Times' (from 476 AD to 1453 AD).

The first stage, ancient times, is also known as the Early European civilization or the Aegean civilization. It was influenced by two advanced civilizations. The first was Minoan civilization (between 3000 BC to 1450 BC), featured by architecture skills and pottery. The second was Mycenaean civilization which lasted between around 1450 BC to 1100 BC, famous for skills in ship-building and metal-work.

The second stage is classical civilization. When the Mycenaean civilization declined in 1200 BC, there was the Dark Ages in the Greek peninsula in 1100 BC. After that, around 800 BC, the ancient Greco-Roman civilization' or 'classical civilization' rose. During this time, the ancient Greeks built city-states and invented writing. As a result, the ancient Greek civilization entered the "Classical Age" (around 5th to 4th centuries BC) with rapid development in trade, learning and art.

During the subsequent Hellenistic Age (323 BC-146 BC) in classical civilization, the ancient Greek civilization was still influential in the Mediterranean region, and West and Central Asia. However, from the 3rd century BC, the ancient Romans started invading ancient Greece. They finally occupied the Greek peninsula in 146 BC, marking the end of the ancient Greek civilization and the beginning of the ancient Roman civilization.

Task 9 Writing Task (one of the following; for more able students)

(1) The historical recount of Hong Kong Taoist Association in one paragraph
(2) The information report about my secondary school in one paragraph
(3) The information report about my neighborhood in one paragraph

Writing Frame of Option (1)		
Title: A historical recount of HK Taoist Association Refer to this link for the information required: http://www.hktaoist.org.hk/index.php?id=112		
Content	**Language**	**Stage**
1. What is the HK Taoist Association (HKTA)? 2. What does HKTA do? (significance)	1. Language of definition **(Language Support II)**: [A] is [B] [A] is known as [B] [A] is understood as [B] [A] is regarded as [B] 2. Language of cause and effect **(Language Support III)**: [A] is influenced by [B] [A] has influence on [B] [A] learns from [B]	Background (1-2 sentences)
Significant date 1 -- Birth 1.When was HKTA born?	Descriptive language - Prepositions of time **(Language Support I)** - Simple past	Stage 1 (1-2 sentences)

	- Linking words of sequence (First)	
Significant date 2 -- Change of location 1.Where was HKTA before 2003? 2.Where is it now?	Descriptive language - Introducing the location: [A] is located - Simple past vs simple present - Linking words of sequence (next, then) - Linking words of compare and contrast (although, while)	Stage 2 (1-2 sentences)
Significant date 3 -- Establishment of the public holiday 1.When was the public holiday established? 2.What is the significance of it?	Descriptive language - Prepositions of time **(Language Support I)** - Language of cause and effect **(Language Support III)**	Stage 3 (1-2 sentences)

Now, complete your writing using the structure of historical recounts/information reports with proper language features.

Background		***Prepositional phrases*** to talk about the time of an event: *in/on/during/around/until + period of time*
Stage 1		***A means/is B*** to define a subject ***Verb groups*** in active / passive voice to talk about the influence/impact:
Stage 2		*Have an influence/impact on.. Adopt, improve, inherit, study from, come from…*
Stage 3		

Part 3: My vocabulary bank and learning record

In this part, you will revise the topic vocabulary and assess your learning.

Task 11 My Vocabulary Bank

My Vocabulary Bank

Do you want to write better answers to questions in

Good writing comes from well-written paragraphs and sentences, and well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: ***subject-specific*** (專科的) **vocabulary**, **general academic vocabulary**, and **logical connectors** (linking words).

- ***Subject-specific vocabulary*****:** key concepts specific to a subject, namely Life and Society or Integrated Humanities.
- ***General academic vocabulary*****:** Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely.
- ***Logical connectors*** **(linking words):** conjunctions and phrases that connect ideas.

1. Introduction to classical civilization		
Subject-specific vocabulary	**General academic vocabulary**	**Linking words**
ancient (adj.)	division (n.)	***Expressing the same time***
medieval (adj.)	divide...into... (v. ph.)	while (conj.)
the Fertile Crescent civilization (n. ph.)	the influence (of) (n. ph.)	
the Nile Valley civilization (n. ph.)	impact (n.)	***Expressing results***

Minoan civilization (n. ph.) Mycenaean civilization (n. ph.) Dark Age (n. ph.) Black Sea (n. ph.) Mediterranean regions (n. ph.) Ancient Greek civilization (n. ph.) Ancient Roman civilization (n. ph.) The Classical Age (n. ph.) Roman Republic (n. ph.) Roman Empire (n. ph.)	territory (n.) ship-building (n.) rapid development (n. ph.) centre (n.) contribution to the world (n. ph.) rise and spread (n. ph.) influence (sth.) (v.) absorb (v.) spread (v.) decline (v.) go into decline (v. ph.) occupy (v.) invade (v.) European (adj.) neighboring (adj.)	thus (adv.) finally (adv.) ***Expressing sequencing*** then (adv.) ***Expressing a greater degree*** further (adv.)

2. Legacy and significance of classical civilization		
Subject-specific vocabulary	**General academic vocabulary**	**Linking words**
Sparta (n.) Athens (n.) monarchy (n.) oligarchy (n.)	later generations (n. ph.) decision-making (n.) legacies (n.) … in the hands of .... (n. ph.)	***Expressing time*** since then (adv. ph.) ***Giving a summary***

democracy (n.) Spartan oligarchy（n. ph.） Athenian democracy（n. ph.） Republican system Imperial system The Assembly (n.) council (n.) official(s) (n.) People's Court (n.) absolute rules (n. ph.) noble(s) (n.) secret ballot (n.) commoner(s) (n.) Executive (n.) consul(s) (n.) citizen(s) (n.) Senate (n.) senators (n.) patrician(s) (n.) Legislative (n.) plebeian(s) (n.) tribune(s) (n.) ruler(s) (n.) vote on bills (v. ph.)	take part in (v. ph.) check and balance each other (v. ph.) prevent (v. ph.) the rise of … (n. ph.) progressive (adj.) the idea of … (n. ph.) expansion (n.) the period of … (n. ph.) appoint (v.) maintain (v.) stability (n.) later reference (n. ph)	in sum (adv. ph.) ***Expressing addition*** as well as (prep. ph. as a conj.) ***Referring to a particular aspect*** in terms of … (prep. ph) as for …(prep. ph) with regard to...(prep. ph)

veto bills (v. ph.) hereditary (n.) executive, military and judicial powers (n. ph.) government organs (n. ph.) local administration (n. ph.) provincial system (n. ph.) administrative centralization (n. ph.) the central government (n. ph.) supreme power (n. ph.) local governments (n. ph.)		

Task 12. My choice of the most useful words and expressions

In the space below, write:

a) FIVE top most useful subject-specific words,
b) FIVE general academic words, and
c) THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

Subject-specific words	General academic words	Linking words

Task 13. My learning record

Put a tick（✓）if you think you can manage the item in this unit.

Do I know …

	Item:	**Yes (√) / No (X)**
1.	division of periods in European history	
2.	forms of governance in classical civilization	
3.	how to write a definition	
4.	how to use prepositions of time	
5.	how to use language of cause and effect to talk about significance and influence	