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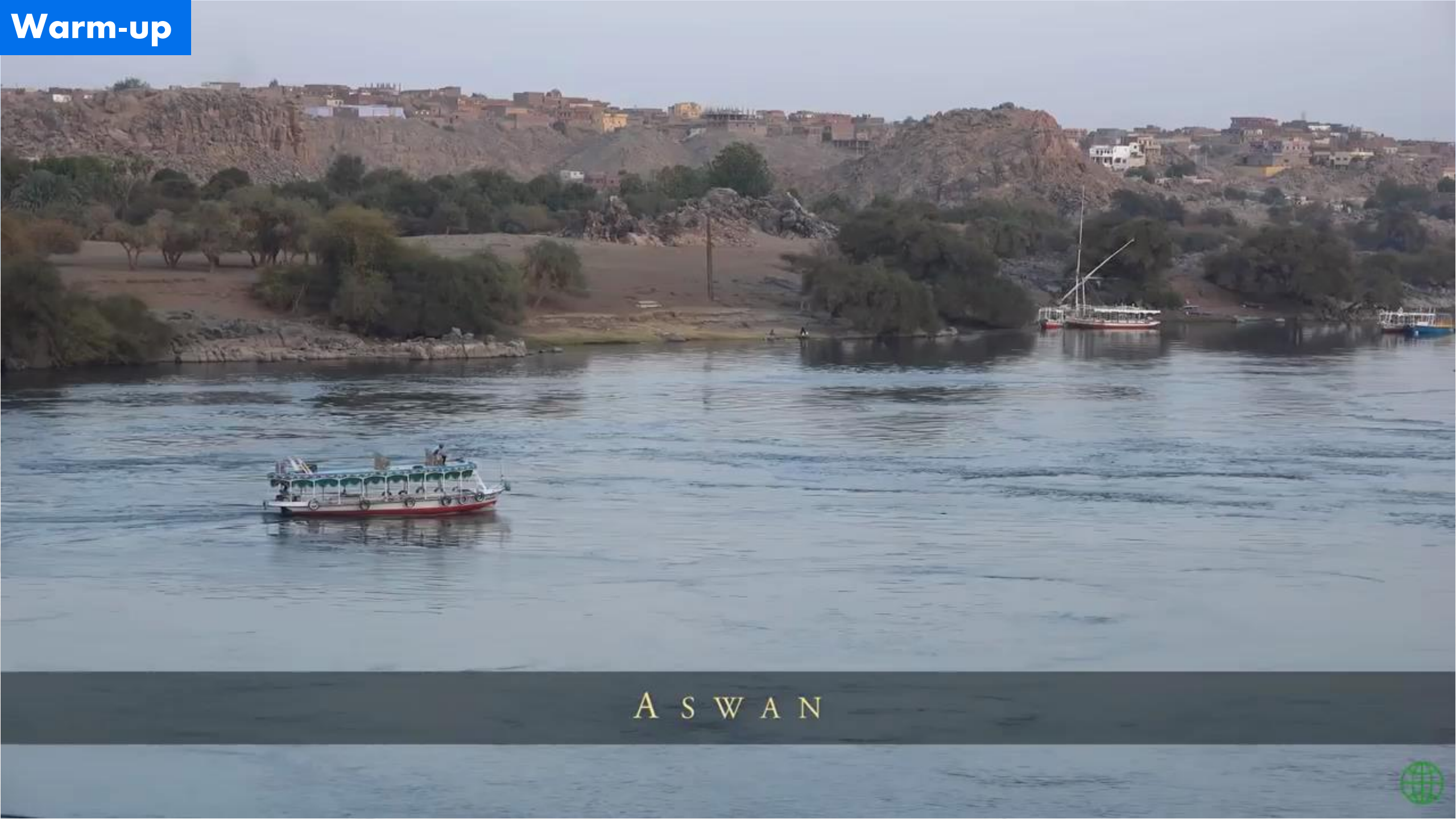
UNIT

1

CULTURAL HERITAGE

潮安教育
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赖会娣



A S W A N



FROM PROBLEMS TO SOLUTIONS



Pre-reading Look at the **title** and the **pictures** to **predict** the content of the text.

FROM PROBLEMS TO SOLUTIONS

Economic development is necessary if we want to improve society. There comes a time when the old must give way to the new, and it is not possible to preserve everything from our past as we move towards the future. Finding and keeping the right **balance** between progress and the protection of cultural sites can be a big challenge.



FROM PROBLEMS TO SOLUTIONS

PROBLEM

SOLUTION



Economic development is necessary if we want to improve society. There comes a time when the old must give way to the new, and it is not possible to preserve everything from our past as we move towards the future. Finding and keeping the right **balance** between progress and the protection of cultural sites can be a big challenge.

Big challenges, however, can lead to great solutions. In the 1950s, the Egyptian government wanted to build a dam on the Nile in order to control floods, produce electricity, and supply water to the area. But the **proposal** led to **protests**. Water from the dam would have flooded a number of temples and destroy cultural relics that were an important part of Egypt's cultural heritage. After listening to the scientists who had studied the problem, and citizens who lived near the dam, the government turned to the United Nations for help in 1959.

A **committee** was **established** to **limit** damage to the Egyptian buildings and **prevent** the **loss** of cultural relics. The group asked for **contributions** from other departments and raised **funds** within the international community. The committee **conducted** several tests, and then made a proposal for how the problem could be solved. Finally, a **document** was signed, and the work began in 1960.

The project brought together governments and environmentalists from around the world. Temples and other cultural sites were taken down piece by piece, and then moved and put back together again in a place where they were safe from the water. In 1961, German engineers moved the first temple. Over the next 20 years, thousands of engineers and workers rescued 22 temples and countless cultural relics. Fifty countries **donated** nearly \$80 million to the project.

When the project ended in 1980, it was considered a great success. Not only had the countries found a path to the future that did not run over the relics of the past, but they had also learnt that it was possible for countries to work together to build a better tomorrow.

The spirit of the Aswan Dam project is still alive today. Perhaps the best example is shown by UNESCO, which runs a programme that prevents world cultural heritage sites around the world from **disappearing**. If a problem seems too difficult for a single nation, the global community can sometimes provide a solution.

Text Structures

description

characteristics,
features, examples



sequence

first, next, then, last, before, after



compare & contrast

what is alike and what is different



cause & effect

When something makes something else happen



problem & solution

Problem and a way to fix it



Task 2: Scanning

➤ **Scan** the text for **numbers**; **Circle** them and **guess** what they **mean**.

Economic development is necessary if we want to improve society. There comes a time when the old must give way to the new, and it is not possible to preserve everything from our past as we move towards the future. Finding and keeping the right **balance** between progress and the protection of cultural sites can be a big challenge.

Big challenges, however, can sometimes lead to great solutions. In the 1950s the Egyptian government wanted to build a new dam across the Nile in order to control floods, produce electricity, and supply water to more farmers in the area. But the **proposal** led to **protests**. Water from the dam would **likely** damage a number of temples and destroy cultural relics that were an important part of Egypt's cultural heritage. After listening to the scientists who had studied the problem, and citizens who lived near the dam, the government turned to the United Nations for help in 1959.

The project brought together governments and environmentalists from around the world.

Temples and other cultural sites were taken down piece by piece, and then moved and put back together again in a place where they were safe from the water. In 1961

German engineers moved the first temple. Over the next 20 years, thousands of engineers and workers rescued 22 temples and countless cultural relics. Fifty countries donated nearly \$80 million to the project.

When the project ended in 1980 it was considered a great success. Not only had the countries found a path to the future that did not run over the relics of the past, but they had also learnt that it was possible for countries to work together to build a better tomorrow.

Aswan Dam project is still alive today.

Timeline



1950s

1959

1960

1961

1980

timeline

Task 3: Detailed reading

Economic development is necessary if we want to improve society. There comes a time when the old must give way to the new, and it is not possible to preserve everything from our past as we move towards the future. Finding and keeping the right balance between progress and the protection of cultural sites can be a big challenge.

1. Why sentence two is mentioned?

It is to provide some **background information** on protecting cultural sites.

2. What word can be added to link sentence two and three? Why?

“**Therefore.**” Sentence two talks about the **difficulty** and hence being the **reason** of a challenge.

3. Which sentence is the topic sentence?

The **last** sentence.

4. What is the function of paragraph one?

To **introduce** the topic.

Big challenges, **however** can sometimes lead to great solutions. In the 1950s, the Egyptian government wanted to build a new dam across the Nile in order to control floods, produce electricity, and supply water to more farmers in the area. But the proposal led to protests. Water from the dam would likely damage a number of temples and destroy cultural relics that were an important part of Egypt's cultural heritage. After listening to the scientists who had studied the problem, and citizens who lived near the dam, the government turned to the United Nations for help in 1959.

1. Why didn't the author put "however" at the beginning of sentence one?

It is used to **echo** "a big challenge" at the end of last paragraph for better **transition** in **passage progression**.

2. Which sentence is the topic sentence?

Sentence one.

3. How did the author support his view in this paragraph?

The author used an **example of Egyptian government** as supporting detail.

4. Before the building of the dam, what problems did the Nile river bring to the Egyptians?

There might be **floods and droughts**; not enough **electricity**.

Big challenges, **however** can sometimes lead to great solutions. In the 1950s, the Egyptian government wanted to build a new dam across the Nile in order to control floods, produce electricity, and supply water to more farmers in the area. But the proposal led to protests. Water from the dam would likely damage a number of temples and destroy cultural relics that were an important part of Egypt's cultural heritage. After listening to the scientists who had studied the problem, and citizens who lived near the dam, the government turned to the United Nations for help in 1959.

5. Can you sort out the **advantages** and **disadvantages** of building the new dam?

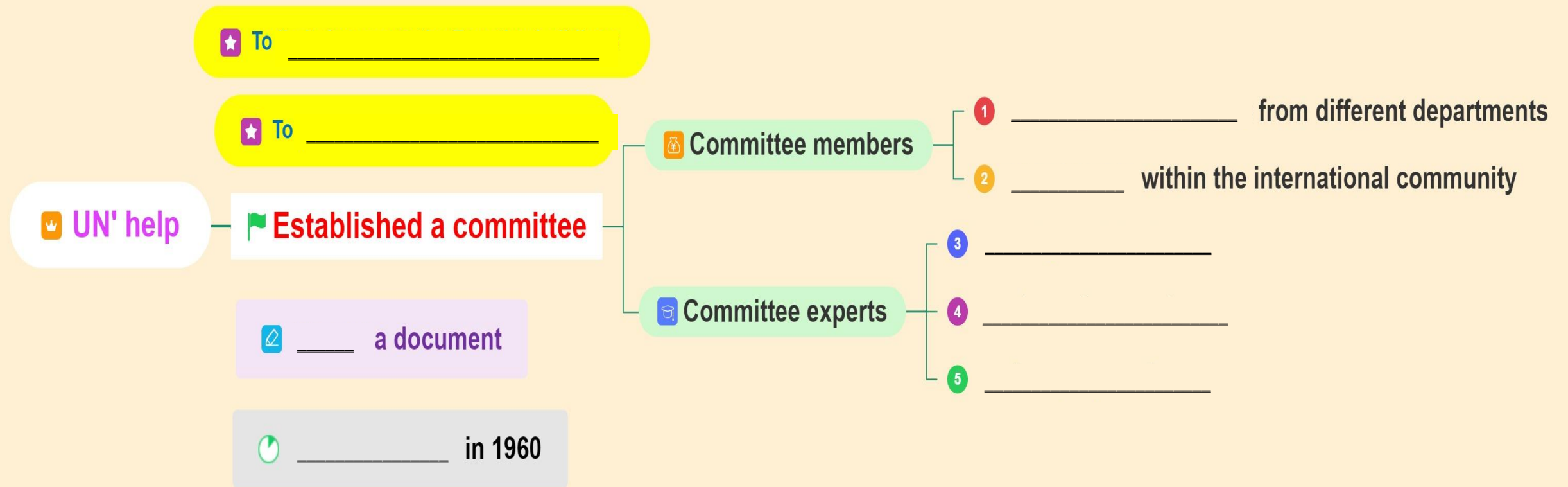
advantages (pros)	disadvantages / effects (cons)
a) _____	d) _____
b) _____	e) _____
c) _____	

6. How did the local government make a decision?

The government **listened** to the professional **scientists'** advice and **citizens'** opinion.

A committee was established to limit damage to the Egyptian buildings and prevent the loss of cultural relics. The group asked for contributions from different departments and raised funds within the international community. Experts investigated the issue, conducted several tests, and then made a proposal for how the buildings could be saved. Finally, a document was signed, and the work began in 1960.

1. Can you sort out UN's **specific ways** to solve the problem with a **mind map**?



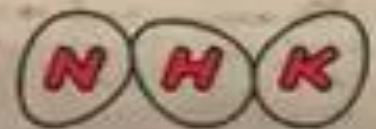
A committee was established to limit damage to the Egyptian buildings and prevent the loss of cultural relics. The group asked for contributions from different departments and raised funds within the international community. Experts investigated the issue, conducted several tests, and then made a proposal for how the buildings could be saved. Finally, a document was signed, and the work began in 1960.

2. So, what is the **proposal** for saving the buildings? **Discuss** in groups and **guess**.

Watch a video and **confirm** your assumptions.

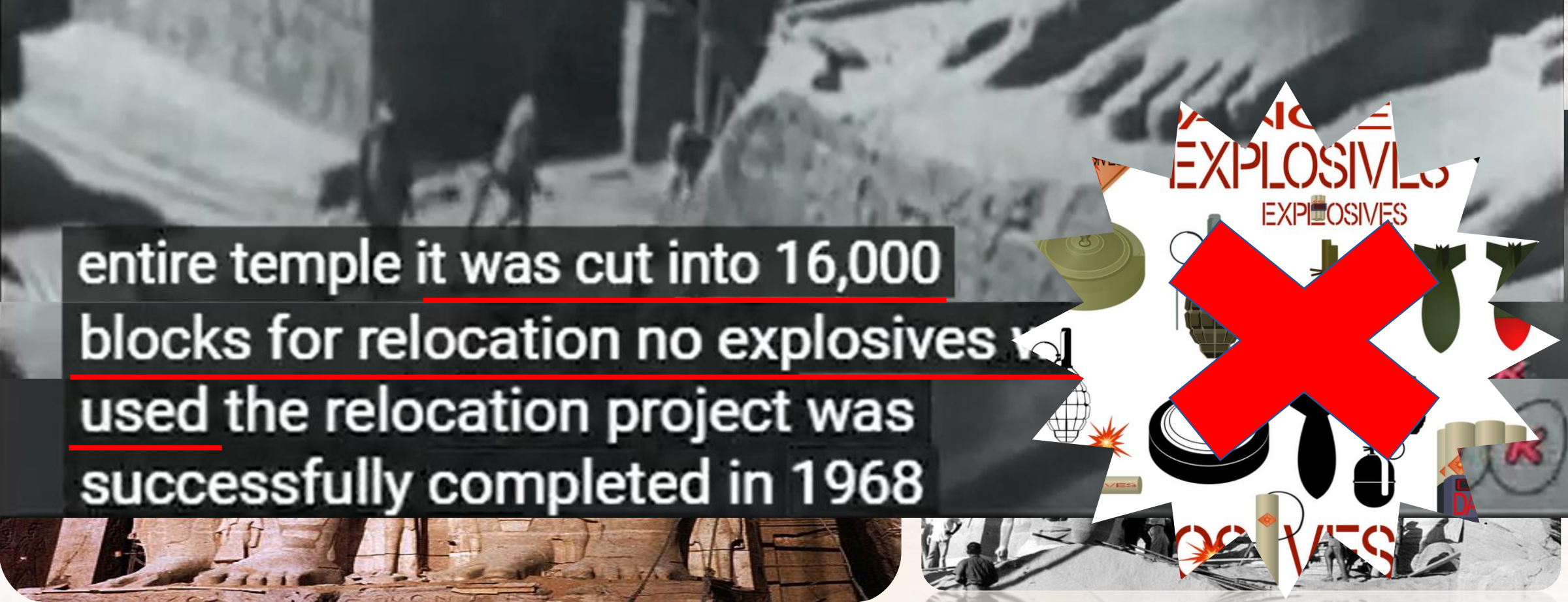


**The Temple of the Rising Sun :
Nubian Monuments from
Abu Simbel to Philae**



A committee was established to limit damage to the Egyptian buildings and prevent the loss of cultural relics. The group asked for contributions from different departments and raised funds within the international community. Experts investigated the issue, conducted several tests, and then made a proposal for how the buildings could be saved. Finally, a document was signed, and the work began in 1960.

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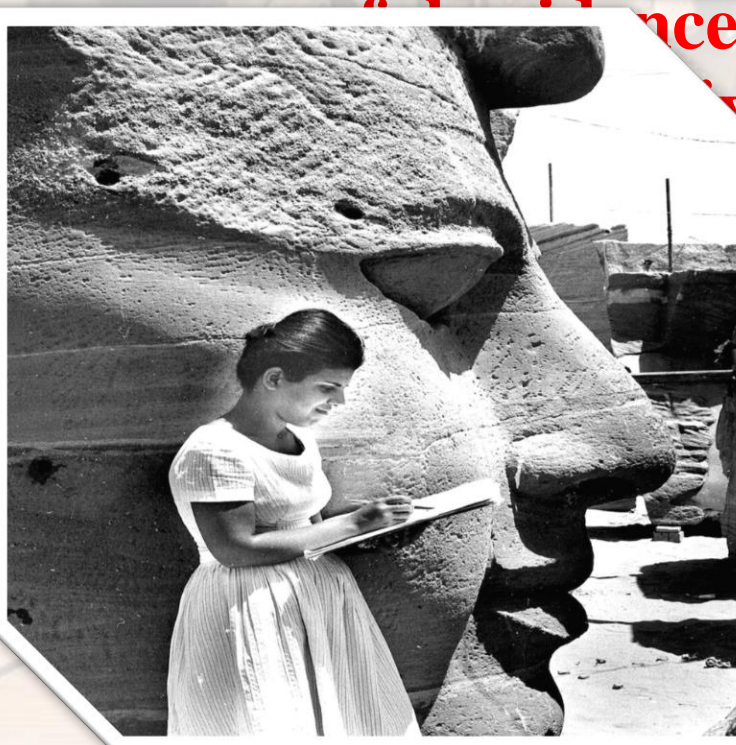
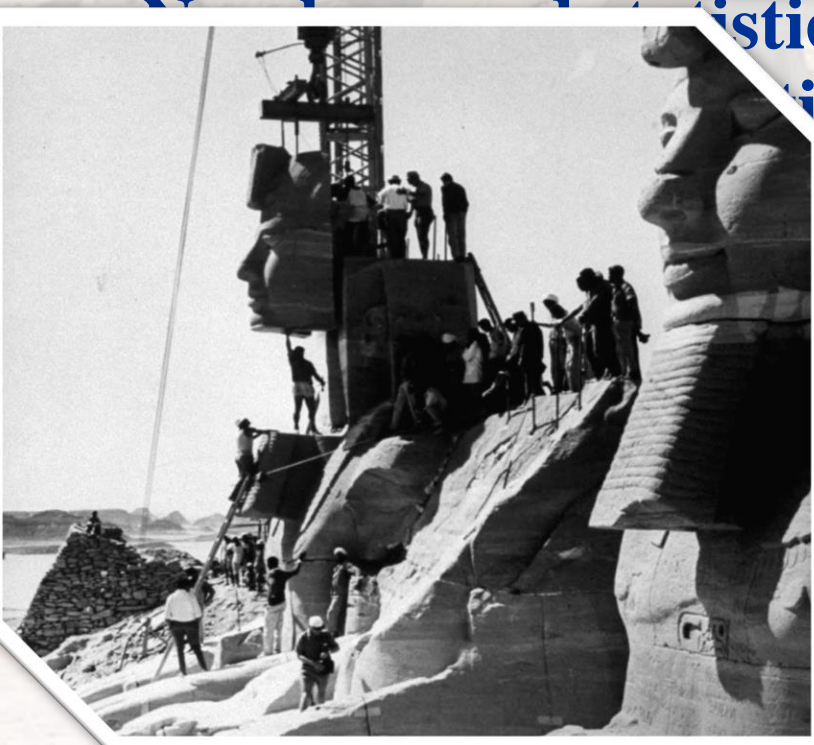
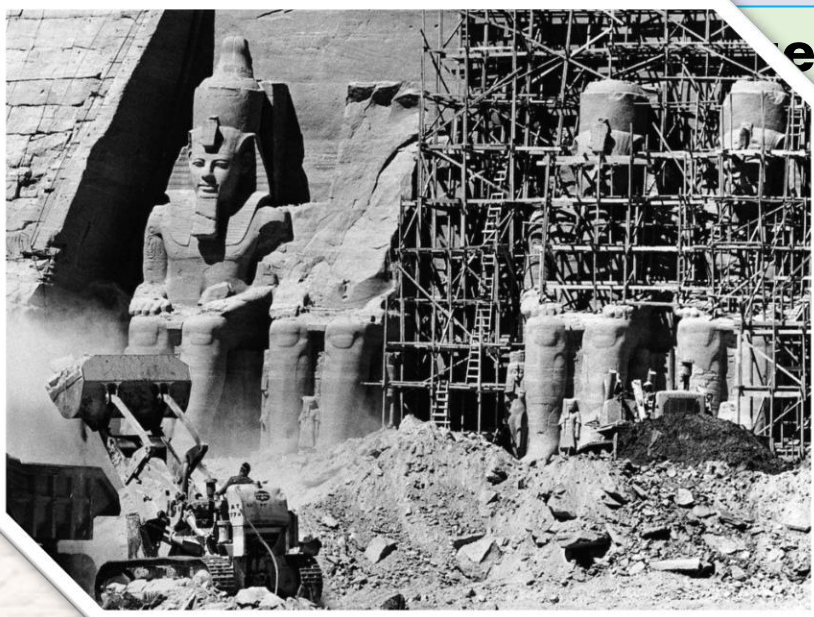
entire temple it was cut into 16,000
blocks for relocation no explosives
used the relocation project was
successfully completed in 1968

The project brought together governments and environmentalists from around the world. Temples and other cultural sites were taken down piece by piece, and then moved and put back together again in a place where they were safe from the water. In 1961, German engineers moved the first temple. Over the next 20 years, thousands of engineers and workers rescued 22 temples and countless cultural relics. Fifty countries donated nearly \$80 million to the project.

1. What was the **order** of the huge movement? Please fill in the blanks.

Temples were **taken down** _____. They were _____ and **put back** together again in a _____ place.





When the project ended in 1980, it was considered a great success. **Not only** had the countries found a path to the future that did not run over the relics of the past, **but** they had **also** learnt that it was possible for countries to work together to build a better tomorrow.

1. Which one is the topic sentence?

The **first** sentence is the topic sentence.

2. What type of **details** is used to **support** the author's idea in this paragraph?

A. Facts

B. Examples

C. Explanation

3. What's the use of "**not only...but also...**" structure in sentence two?

It is a **partial inversion** which is to **highlight** and to **emphasize** the right way to protect cultural relics.



The spirit of the Aswan Dam project is still alive today. Perhaps the best example is shown by UNESCO, which runs a programme that prevents world cultural heritage sites around the world from disappearing. If a problem seems too difficult for a single **nation**, the global community can sometimes provide a **solution**.

1. What is the **spirit**

International coop

2. What **rhetorical** **function**?

The final syllables
strong rhythm and **rh**

3. What **inspiration**

In the time of glob
international team wo
example of this.



3 Read the text again and answer the questions.

- 1 Why did the Egyptian government want to attempt the building of the dam?
- 2 How were the temples and other cultural sites saved?
- 3 How long did it take to complete the project?

1. To control floods, produce electricity, supply water to more farmers in the area. (Para. 2, Sentence 2)
2. Taken down piece by piece, and then moved put back together again. (Para. 4, Sentence 2)
3. Almost 20 years. (Para. 4, last but one sentence)

4 Complete the timeline with the information from the text.

The project starts.

The temples and cultural relics are being rescued.

The project is completed.

The first temple is moved.

The government asks the UN for help.

Make a timeline

Making a timeline that shows when different events happened can help you understand how the events are connected to each other.

1959

1960

1961

1961-1980

1980

ask for UN
for help

start

1st temple
removed

temples
and relics
rescued

completed

information structure

🔔 Problems

⊖ hard to keep balance

🏗️ build a new dam

❌ damage temples & cultural heritage

👍 Solutions

1 turn to UN for help

2 cooperate with other countries

3 take down piece by piece

4 move and put back together

💡 Inspiration

👤 global community

❤️ team spirit

DEBATE

**A lot of money was spent on protecting cultural heritage in China.
Do you think it worthwhile or not?**

**It is worthwhile to protect
cultural heritage.**



It is **not worthwhile to protect
cultural heritage.**



Homework (1)

P5

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- 5 Complete the news report with the correct forms of the words in the box. Then suggest a suitable title.

development	progress	proposal	preserve	
temple	damage	heritage	establish	prevent

Cairo, 16 March, 1956

In a speech today, a scientist gave her view on the new _____. She said that _____ is important and our area needs economic _____ as well. But she added, "We should not accept the project if it puts our cultural _____ in danger. We must protect the _____ and make sure that no _____ is done." Before she ended her speech, the scientist suggested that we need to _____ a committee of experts to _____ the cultural heritage and _____ it from being harmed.



Homework (2)

Based on the debate, write an argument to show your view.

Include:

- a topic sentence
- at least three supporting details
- a conclusion

