



## The Terracotta Army



### Reading to Writing Summary

#### EXAMPLE

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## Teacher's Notes

| Lesson Contents |                                                             |
|-----------------|-------------------------------------------------------------|
| 1.              | Instructions.                                               |
| 2.              | Text: The Terracotta Army: Guardians of an Emperor's Legacy |
| 3.              | Summary note-taking page.                                   |
| 4.              | Summary notes suggested answers.                            |
| 5.              | Summary task page.                                          |
| 6.              | Sample summary for comparison (without in-text citations).  |
| 7.              | Critical thinking questions.                                |
| 8.              | Critical thinking suggested answers for comparison.         |

## Instructions

### **Option 1** [Medium] \*\*\*\* [B2/C1]

1. Distribute the text a week /day before the test. Students read, check vocabulary & meanings.
2. Test day: distribute a **new copy of text** and the **summary question**.
3. Set 1 hour to read the text, take notes and write a one-paragraph summary of 200-250-words.
4. Feedback<sup>1</sup>: take in and mark [\[use our correction code\\*\]](#).
5. Feedback<sup>2</sup>: distribute **completed outline & model answer**. Students compare with their own work.
6. Summary marking: **should contain at least 4 main ideas with support – see summary key points**.
7. Extra: **critical thinking questions / group discussion (30 minutes)**.

### **Option 2** [More challenging] \*\*\*\* [C1]

1. Set 1 hour to read the **text** and write a one-paragraph summary of 200-250-words.
3. Feedback<sup>1</sup>: take in and mark [\[use our correction code\\*\]](#).
4. Feedback<sup>2</sup>: distribute **completed outline & model answer**. Students compare with their own work.
5. Summary marking: **should contain at least 4 main ideas with support – see summary key points**.
6. Extra: **critical thinking questions / group discussion (30 minutes)**.

### Link for Additional Material

|                 |                                                                                                      |
|-----------------|------------------------------------------------------------------------------------------------------|
| Correction code | <a href="http://www.academic-englishuk/error-correction">www.academic-englishuk/error-correction</a> |
|-----------------|------------------------------------------------------------------------------------------------------|

## The Terracotta Army: Guardians of an Emperor's Legacy (Text 1)

By A. Watson (2025) EXAMPLE

The Terracotta Army [redacted] of the twentieth century. It was found in 1974 near Xi'an, in Shaanxi Province, and it continues to fascinate both scholars and tourists. [redacted], and chariots that were buried more than two thousand years ago. It forms part of the vast mausoleum [redacted], [redacted] enormous resources invested in his burial (Portal, 2007). The discovery is not only remarkable for its size but also for the [redacted] in the third century BCE. The project required huge planning, labour and resources, all of which show how [redacted].

[redacted] the warring states and creating China's first centralised empire. He was determined to consolidate his authority [redacted] of his tomb as a monumental task involving hundreds of thousands of workers. The mausoleum was designed to [redacted] palaces, rivers of mercury, and a protective army (Yuan, 2014). It reflected both political ambition and [redacted] afterlife. The author argues that by replicating his empire below ground, the emperor hoped to continue ruling [redacted].

In [redacted] accidentally uncovered pottery fragments [redacted]. This chance discovery led to systematic excavations by archaeologists, who revealed an enormous underground army. [redacted] historical records of such a force. Since then, three main pits have been excavated, containing more [redacted] of the find stunned the world and provided unprecedented insight into Qin dynasty society. It also highlighted how [redacted] challenge [redacted] record alone gave no hint of the army's existence.

The figures [redacted] that suggest large-scale workshop production. They were made from local clay, shaped in separate [redacted] heads, [redacted]. Workshop marks carved into the statues show that different teams of artisans collaborated, reflecting [redacted] assembled, the figures were painted with bright mineral pigments, though most of this colour disappeared [redacted] demonstrate the advanced capabilities of the Qin state. The combination of individuality and uniformity in the army illustrates both [redacted].

The Terracotta Army was intended to serve as guardians of the emperor in the afterlife. It represented [redacted] on earth would continue [redacted] and control, reminding both contemporaries and future generations of the emperor's absolute power. [redacted] army was not only a [redacted] that reinforced the legitimacy of the Qin dynasty (Yuan, 2014). This dual role, both spiritual and political, [redacted] were dedicated to its creation.

[redacted]. These are especially evident in the rapid deterioration of pigments on the figures, which [redacted], preferring to leave some pits [redacted] stabilisation methods and careful environmental controls have been introduced, but conservation remains a constant [redacted] Terracotta [redacted] with protection. At the same time, conservation work has advanced scientific understanding of

\_\_\_\_\_ in other fields of archaeology.

Today \_\_\_\_\_ is one of China's most important cultural sites. *It* was designated a UNESCO World Heritage Site in 1987 and \_\_\_\_\_ (UNESCO, 1987). Exhibitions of the Terracotta Warriors have toured internationally, raising global \_\_\_\_\_, the site has become a \_\_\_\_\_ and national pride. For scholars, it provides invaluable evidence about early imperial China, while for the public it \_\_\_\_\_ (Portal, 2007). The Terracotta Army thus stands not only as a living bridge \_\_\_\_\_

### **Reference List**

Ledderose, L. (2001) *Ten Thousand Things: Module and Mass Production in Chinese Art*. Princeton: Princeton University Press.

Portal, J. (ed.) (2007) \_\_\_\_\_ The British Museum Press.

Quinn, P. (2017) 'Building the Terracotta Army: Ceramic craft technology and organisation of production at Qin Shi Huang's \_\_\_\_\_

UNESCO (1987) *Mausoleum of the First Qin Emperor*. World Heritage List. Available \_\_\_\_\_

Yuan, Z. (2014) \_\_\_\_\_ York: Abbeville Press.

## Summary: Key Points

**Task:** Take notes on the key points of the text.

|               |
|---------------|
| 1. Main idea: |
| Support:      |
| 2. Main idea: |
| Support:      |
| 3. Main idea: |
| Support:      |
| 4. Main idea: |
| Support:      |
| 5. Main idea: |
| Support:      |
| 6. Main idea: |
| Support:      |
| 7. Main idea: |
| Support:      |

## **Summary: Key Points (Suggested Answers)**

**Task:** Take notes on the key points of the text.

|                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Main idea: Discovery &amp; Significance</b>                                                                                                                                                                                                                                                   |
| <b>Support:</b> <ul style="list-style-type: none"> <li>Discovered in 1974 near Xi'an, Shaanxi Province.</li> <li></li> <li>Part of Qin Shi Huang's mausoleum (Portal, 2007).</li> <li></li> </ul>                                                                                                   |
| <b>2. Main idea: Qin Shi Huang &amp; Mausoleum Design</b>                                                                                                                                                                                                                                           |
| <b>Support:</b> <ul style="list-style-type: none"> <li></li> <li>Built tomb as reproduction of empire: palaces, rivers of mercury, protective army (Yuan, 2014).</li> <li>Monumental + afterlife beliefs.</li> <li>Goal: eternal rule with wealth, authority, cosmic order (Yuan, 2014).</li> </ul> |
| <b>3. Main idea: Archaeological Excavations</b>                                                                                                                                                                                                                                                     |
| <b>Support:</b> <ul style="list-style-type: none"> <li>Farmers → underground army.</li> <li>No historical record of such a force.</li> <li>; ~6,000 remain (Ledderose, 2001).</li> <li>Discovery gave new insights into Qin society; archaeology complements/challenges texts.</li> </ul>           |
| <b>4. Main idea: Craft &amp; Technology</b>                                                                                                                                                                                                                                                         |
| <b>Support:</b> <ul style="list-style-type: none"> <li>Local clay; built in sections, fired, assembled, painted (Portal, 2007).</li> <li>organised mass production (Quinn, 2017).</li> <li>Bright pigments (now mostly lost) (Portal, 2007).</li> <li>→ skill + state control.</li> </ul>           |
| <b>5. Main idea: Purpose &amp; Symbolism</b>                                                                                                                                                                                                                                                        |
| <b>Support:</b> <ul style="list-style-type: none"> <li>Guardians in afterlife.</li> <li>Belief after death.</li> <li>Symbol of power, authority, control.</li> <li>Political legitimacy (Yuan, 2014).</li> <li>Dual role: religious + political.</li> </ul>                                         |
| <b>6. Main idea: Conservation Challenges</b>                                                                                                                                                                                                                                                        |
| <b>Support:</b> <ul style="list-style-type: none"> <li>Pigments exposed.</li> <li>Excavations slowed; some pits left untouched.</li> <li>climate control (Portal, 2007).</li> <li>Highlights balance between discovery &amp; protection.</li> <li>Conservation archaeology.</li> </ul>              |
| <b>7. Main idea: Legacy &amp; Tourism</b>                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>UNESCO World Heritage Site since 1987 (UNESCO, 1987).</li> <li>Millions of visitors raised awareness.</li> <li>Symbol of Chinese identity + pride; Inspires scholars + public (Portal, 2007);</li> <li>Bridge &amp; modern culture.</li> </ul>               |

## Summary

**Task:** Write a 200–250-word summary on the key features of the text using your notes to help you.

Word Count: \_\_\_\_\_

## Sample Summary for Comparison

### EXAMPLE

The Terracotta Army, discovered near Xi'an in 1974, is part of the vast mausoleum complex built for [REDACTED]. The scale and sophistication of the site reflect the organisation, resources, and political power of the Qin [REDACTED] his empire [REDACTED], constructing palaces, rivers of mercury, and an army to protect him spiritually. Archaeologists have uncovered three main pits containing more than 2,000 life-sized figures, with [REDACTED] from [REDACTED] archaeology can reveal aspects of the past that written records do not document. The figures were created from local clay in modular sections, fired, assembled, and painted. Workshop marks [REDACTED] system [REDACTED], while variations in facial features demonstrate intentional individuality. Scholars argue that the army [REDACTED] roles, [REDACTED] reinforcing the authority of the Qin dynasty. Conservation remains a major challenge, particularly the rapid [REDACTED] are [REDACTED] cautiously. Since being recognised as a UNESCO World Heritage Site in 1987, the Terracotta Army has [REDACTED] cultural [REDACTED] legacy.

Word count 218

⇒ How does your summary differ from the sample? Complete the table with the similarities and differences. Consider [REDACTED], *clarity and use of examples*.

|              | Summaries |
|--------------|-----------|
| Similarities |           |
| Differences  |           |

## Critical Thinking Questions

i) What's the stance of the author? What is the evidence for this?

[2 points]

li) Is this a [redacted] /why not?

[2 points]

iii) Highlight four ideas in the text you would use for an essay titled: *Do you agree that the Terracotta Army's [redacted] value? Support your answer with relevant examples.*

[4 points]

iv) Highlight two   with or lack evidence.

[2 points]

## Critical Thinking Questions Suggested **Key** for Comparison

i) What's the stance of the author? What is the evidence for this?

The author's stance is broadly **positive**, presenting the Terracotta Army as a discovery of global importance that combines archaeological, political, and cultural significance. The text frames the site not only as a funerary monument but also ...

**ALL ANSWERS INCLUDED IN PAID VERSION...**

[2 points]