



## The Terracotta Army



### Speaking Test

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## Teacher's Notes

**Aim:** To help students be able to speak more fluently and confidently.

**Time:** 20 minutes.

**Students:** 2-3 students per test.

**Delivery:** This lesson can be delivered face-to-face or online. For online delivery, each worksheet could be placed in a class document on OneDrive or OneNote.

### Section 1

2 minutes

- Section 1 is a general speaking activity. It focuses on two specific areas of general and topic-related questions. This is an individual activity, and each student is asked a number of these questions over the 2 minutes. Students should answer the questions and show development using examples.

### Section 2

2 minutes

- Section 2 is a photograph comparison activity. It focuses on comparing and contrasting two photographs and answering a specific question. Students should describe each photograph using comparison and contrast language and answer the question all within 2 minutes. There are three sets of photographs altogether.
- **Bigger images in the appendices**

### Section 3

5 minutes

- Section 3 is a task-based activity. It focuses on discussing a range of ideas and collectively choosing the best one(s). Students work together and spend 4 minutes discussing the choices and evaluating their effectiveness. They then decide together which option or options are more appropriate and explain why.
- **Bigger task image in the appendices.**

### Section 4

4-5 minutes

- Section 4 is an opinion-based activity. It focuses on asking a range of opinion-based questions around the topic of section 3. Students answer the questions individually presenting their opinions and developing their answers with clear examples.

### Marking Criteria

- Use the marking criteria at the back of this booklet to assess the students.
- Alternatively, use the Cambridge Assessing Speaking Performance – Level B2:  
<https://www.cambridgeenglish.org/images/168619-assessing-speaking-performance-at-level-b2.pdf>

### Alternative speaking lesson:

These worksheets can also be used as speaking lesson practice.

- Distribute one speaking test per group of 2-3 students.
- Students work through the test together following the allocated timings.
- Section 1: students take turns to answer the questions.
- Section 2: students compare the photos in 2 minutes together.
- Section 3: students work collectively to complete the task.
- Section 4: students take it in turns to answer the question.

## Academic Speaking Skills 1

### Section 1: General Speaking

[2 minutes]

#### General

1. *Have you ever visited a famous historical site?*
2. *Do you like learning about ancient civilizations? Why / Why not?*
3. *What do you find interesting about history?*
4. *What famous historical site would you like to travel to one day? Why?*

#### Topic-related questions

1. *What do you know about the Terracotta Army?*
2. *Why do you think ancient artefacts are important to protect?*
3. *Would you like to see the Terracotta Army in real life? Why or why not?*
4. *Do you think learning about ancient history is important for young people today?*
5. *What part of ancient Chinese history do you find the most interesting?*

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### Section 2: Comparison

[2 minutes]

Student A: *Compare photographs 1 and 2 and say what these pictures show about ancient Chinese history and why they might interest tourists.*

Photograph 1



Photograph 2



Student B: *Compare photographs 3 and 4 and say what challenges you think archaeologists face when working on these ancient statues.*

Photograph 3



Photograph 4



Student C: *Compare photographs 5 and 6 and say what these pictures tell us about the size and importance of the Terracotta Army.*

Photograph 5



Photograph 6



**Section 3: Task****[5 minutes]**

Work in twos or threes to discuss something together.

*Here are some ideas related to the Terracotta Army. Talk with your partner about how each idea could help visitors understand the Terracotta Army better. Then talk together and decide which idea would be the most effective for international visitors.*



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**Section 4: Follow up questions****[4 minutes]**

1. *Why is it important to preserve ancient sites like the Terracotta Army?*
2. *What can we learn about ancient leaders through archaeology?*
3. *Should countries spend money on protecting history or on modern needs?*
4. *Do you think technology will change the way we understand history in the future?*
5. *How important is tourism for historical places?*
6. *Do you think ancient sites like the Terracotta Army should limit visitor numbers to protect them, even if tourism brings in a lot of money?*
7. *How might future archaeological discoveries change our understanding of Chinese history?*
8. *Should countries share important cultural discoveries with the world, or keep them mainly for local people?*

# APPENDICES

**Test 1 Section 2: Comparison**

Student A: *Compare photographs 1 and 2 and say what these pictures show about ancient Chinese history and why they might interest tourists.*

Photograph 1



Photograph 2



**Test 2 Section 2: Comparison**

Student B: *Compare photographs 3 and 4 and say what challenges you think archaeologists face when working on these ancient statues.*

Photograph 3



Photograph 4



**Test 3 Section 2: Comparison**

Student C: *Compare photographs 5 and 6 and say what these pictures tell us about the size and importance of the Terracotta Army.*

Photograph 5



Photograph 6

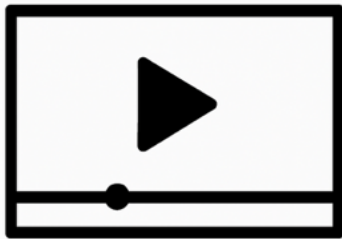


**Section 3: Task**

[5 minutes]

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