



Conservation of the Terracotta Army



Lesson Workbook

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The Terracotta Army

Introduction

Task 1: Look at the three images below. Discuss these questions in pairs or small groups.

1. What aspects of the Terracotta Army do you already know about, and where did this knowledge come from?
2. Why do you think the Terracotta Army is [redacted] discovery?
3. In what ways might this site help historians [redacted] and political power?
4. What [redacted] the Terracotta Army was created?



Terracotta Army Excavation Pit



Reconstruction of Mausoleum



A Terracotta Warrior

Task 2: Read this short text to gain some background.

A Short Introduction to The Terracotta Army

The Terracotta Army is an extensive funerary [redacted] China's first emperor, Qin Shi Huang (259–210 BCE), whose unification of the Warring States in 221 BCE laid the [redacted] adjacent to the emperor's mausoleum, the army is widely interpreted as a symbolic projection of political [redacted] in the [redacted] cosmological beliefs. Its immense scale, estimated at over seven thousand individually modelled warriors, together [redacted] production [redacted] compelling evidence of the Qin state's administrative capacity, technological innovation, and ability to [redacted], one [redacted] the site today is conservation, as excavation has exposed the figures to pigment loss, structural fragility, and [redacted] the [redacted] be excavated or preserved.

1. How does the Terracotta Army reflect Qin Shi Huang's power?
2. What do the [redacted] suggest about the Qin state?
3. Why are [redacted] the Terracotta Army's purpose and design?
4. What do you think are the ethical debates about [redacted] ?

Task 3: Describe what you can see in the pictures. What different stages in the history of the Terracotta Warriors are shown, and how do these pictures link together?

1.



2.



3.



4.



5.



6.



ANSWERS

1. How does the Terracotta Army reflect Qin Shi Huang's power?

It reflects his power by symbolising political authority and demonstrating the resources and control of the unified Qin state.

ALL ANSWERS INCLUDED IN PAID VERSION...

POSSIBLE ANSWERS

Picture 1: Production (Ancient China, c. 220 BCE)

This picture shows Chinese workers making the Terracotta Warriors using a production-line system. Different parts such as heads, arms and legs are produced separately and later assembled. This stage represents the creation of the warriors during the Qin dynasty.

Picture 2: Discovery (1974)

This image shows farmers digging a deep hole in a field and uncovering broken terracotta pieces. It represents the accidental discovery of the Terracotta Army when farmers were digging a well near Xi'an.

ALL ANSWERS INCLUDED IN PAID VERSION...



The Terracotta Army



Reading Test

EXAMPLE

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Teacher's Notes

Lesson Contents	
1.	Instructions
2.	Text 1 without reference words underlined.
3.	Text 2 with reference words underlined.
4.	Reading test questions.
5.	Reading test answer key.

Instructions

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

1. Distribute **text 1 (without reference words underlined)** a week before the test. Students read, check vocabulary and meanings.
2. Test day. Distribute **text 2 (with reference words underlined)** and the **questions** (no dictionaries or notes allowed).
3. Set **ONE** hour to read the text and answer the questions.
4. Take in & correct or go through answers in class (pass mark is 70%).

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

1. Test day. Distribute **text 2 (with reference words underlined)** & the **questions** (no dictionaries allowed).
2. Set **ONE** hour to read the text and answer the questions.
3. Take in and correct or go through answers in class (pass mark is 70%).

Extension Task

1. Students take a set of notes and write a *summary (add 60 minutes to the test or complete as a standalone task).

⇒ Note: the summary lesson also contains additional critical thinking questions as an extension task.

Link for Additional Material

Summary writing	www.academic-englishuk.com/summary
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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], and it demonstrates the 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 and to project his power beyond [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 deep beliefs about the afterlife. The author argues that by replicating his empire below ground, the emperor hoped to continue ruling [redacted].

In 1974, local farmers accidentally uncovered pottery fragments while digging a well. 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 than 2,000 figures, though it is [redacted] (Ledderose, 2001). The scale of the find stunned the world and provided unprecedented insight into Qin dynasty society. It also highlighted how [redacted] challenge historical texts, since the written 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 sections such as heads, [redacted]. Workshop marks carved into the statues show that different teams of artisans collaborated, reflecting an early form of [redacted] assembled, the figures were painted with bright mineral pigments, though most of this colour disappeared quickly after excavation (Portal, 2007). [redacted] demonstrate the advanced capabilities of the Qin state. The combination of individuality and uniformity in the army illustrates both artistic skill and strict state control.

The Terracotta Army was intended to serve as guardians of the emperor in the afterlife. It represented his [redacted] on earth would continue [redacted] and control, reminding both contemporaries and future generations of the emperor's absolute power. Many scholars argue that the 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 can flake away within minutes of exposure to air. [redacted], preferring to leave some pits [redacted] stabilisation methods and careful environmental controls have been introduced, but conservation remains a constant concern (Portal, 2007). The Terracotta [redacted] with protection. At the same time, conservation work has advanced scientific understanding of [redacted] in other fields of archaeology.

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

Reference List

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

Portal, J. (ed.) (2007) [redacted] The British Museum Press.

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

UNESCO (1987) *Mausoleum of the First Qin Emperor*. World Heritage List. Available [redacted]

Yuan, Z. (2014) [redacted] York: Abbeville Press.

The Terracotta Army: Guardians of an Emperor's Legacy (Text 2)

By A. Watson (2025)

1. 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], and it demonstrates the 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].

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

3. In 1974, local farmers accidentally uncovered pottery fragments while digging a well. 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 than 2,000 figures, though it is [redacted] (Ledderose, 2001). The scale of the find stunned the world and provided unprecedented insight into Qin dynasty society. It also highlighted how [redacted] or even challenge historical texts, since the written record alone gave no hint of the army's existence.

4. The figures [redacted] that suggest large-scale workshop production. They were made from local clay, shaped in separate sections such as heads, [redacted]. Workshop marks carved into the statues show that different teams of artisans collaborated, reflecting an early form of [redacted] assembled, the figures were painted with bright mineral pigments, though most of this colour disappeared quickly after excavation (Portal, 2007). [redacted] demonstrate the advanced capabilities of the Qin state. The combination of individuality and uniformity in the army illustrates both artistic skill and strict state control.

5. The Terracotta Army was intended to serve as guardians of the emperor in the afterlife. It represented his [redacted] on earth would [redacted] authority and control, reminding both contemporaries and future generations of the emperor's absolute power. [redacted] only a funerary provision but also a form

of political propaganda that reinforced the legitimacy of the Qin dynasty (Yuan, 2014). *This* dual role, both [redacted] immense resources were dedicated to its creation.

6. [redacted]. *These* are especially evident in the rapid deterioration of pigments on the figures, which can flake away within minutes of exposure to air. [redacted], preferring to leave some pits [redacted] stabilisation methods and careful environmental controls have been introduced, but conservation remains a constant concern (Portal, 2007). The Terracotta [redacted] with protection. At the same time, conservation work has advanced scientific understanding of [redacted] in other fields of archaeology.

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

Reference List

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

Portal, J. (ed.) (2007) [redacted] The British Museum Press.

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

UNESCO (1987) *Mausoleum of the First Qin Emperor*. World Heritage List. Available [redacted]

Yuan, Z. (2014) [redacted] York: Abbeville Press.

Comprehension Questions

1. Headings: Choose **ONE** subheading for each paragraph (P). One title is NOT needed.

P1.		A	An army built to last beyond death
P2.		B	
P3.		C	Advanced methods of organisation and production
P4.		D	
P5.		E	A cultural treasure with worldwide significance
P6.		F	
P7.		G	Introducing one of the world's great discoveries
		H	

___ / 7

2. Multiple Choice: Choose **ONE** answer for each paragraph (P).

P1.	What does the Terracotta Army mainly represent?	a.	
		b.	A funerary army to protect the emperor.
		c.	A work of art for public display.
		d.	
P2.	What was Qin Shi Huang's vision for his tomb?	a.	To create a space for religious festivals.
		b.	
		c.	To provide an archive of Chinese history.
		d.	To train future rulers.
P3.	What did the 1974 discovery demonstrate about archaeology?	a.	
		b.	That texts always provide more evidence.
		c.	
		d.	That farmers usually damage historical sites.
P4.	What do the figures reveal about their production?	a.	
		b.	They were made in separate local workshops.
		c.	
		d.	They balanced artistry with central power.
P5.	What belief does the army reflect?	a.	
		b.	That protection was needed in the afterlife.
		c.	That ordinary citizens should be honoured equally.
		d.	
P6.	What is the greatest conservation challenge?	a.	Protecting horses from collapse.
		b.	
		c.	Preserving original paint pigments.
		d.	
P7.	Why is the Terracotta Army important internationally?	a.	It is recognised internationally as a cultural site.
		b.	
		c.	It provides evidence of trade with Rome.
		d.	

___ / 7

End of page 1

3. True / False: Choose **ONE** answer for each paragraph (P).

		T / F
P1.	The Terracotta Army was designed to protect Qin Shi Huang in the afterlife.	
P2.		
P3.	The army was first discovered during official government excavations.	
P4.		
P5.	The figures signified power and military order beyond life.	
P6.		
P7.	The warriors have only ever been displayed in China.	

___ / 7

3. Reference Words: Choose what the underlined word in each paragraph (P) refers to.

	Word	Connection
P1.	it	
P2.	His	
P3.	Their	
P4.	Such	
P5.	This	
P6.	These	
P7.	It	

4. Key language: Search for the word in the paragraph (P) that means:

	Explanation	Word
P1.	A burial place built to honour the dead.	
P2.		
P3.	Material remains used to support knowledge.	
P4.		
P5.	Ideas spread to influence opinion.	
P6.		
P7.	To make something officially recognised worldwide.	

___ / 7

5. Citations: Match the source with the point they make about the Terracotta Army

	Source		Point
i.	Portal (2007)	a.	
ii.	Ledderose (2001)	b.	The site achieved international heritage status in the late 1980s.
iii.	Quinn (2017)	c.	
iv.	Yuan (2014)	d.	The statues reveal organised workshop production using modular techniques.
v.	UNESCO (1987)	e.	

i.		ii.		iii.		iv.		v.	
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___ / 5

Overall Total: ___ / 40

That is the end of the reading test.

Comprehension Questions KEY

1. Headings: Choose **ONE** subheading for each paragraph (P). One title is NOT needed.

P1	<i>G</i>	A	An army built to last beyond death
P2	<i>F</i>	B	How the site was revealed to the modern world
P3	<i>B</i>	C	Advanced methods of organisation and production

ALL ANSWERS INCLUDED IN PAID VERSION...



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. Feedback¹: take in and mark [\[use our correction code*\]](#).
5. Feedback²: 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. Feedback¹: take in and mark [\[use our correction code*\]](#).
4. Feedback²: 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	www.academic-englishuk/error-correction
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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 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 [redacted] in other fields of archaeology.

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

Reference List

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

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Shi Huang's [redacted]

UNESCO (1987) *Mausoleum of the First Qin Emperor*. World Heritage List. Available [redacted]

Yuan, Z. (2014) [redacted] 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.

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

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 [redacted] 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]



Conservation of the Terracotta Army



Listening Test

EXAMPLE

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Conservation of the Terracotta Army Listening Test

Contents **EXAMPLE**

1.	Teacher's Notes
2.	Pre-listening vocabulary task
3.	Note-taking pages
4.	Listening test
5.	Pre-listening vocabulary task answer key
6.	Listening test answer key
7.	Listening transcript
8.	Listening transcript with highlighted answers

Teacher's Notes

Aim	To develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test questions.
Timing	Approximately 1:30-2:00 hours
Suggested procedure	<p>Lead in</p> <ul style="list-style-type: none"> • Ask Students to read the 'title' & predict the content of the lecture. • Ask students to write down key terms & language from the discussion. • Feed in / check key vocabulary.
Differentiation	<p>Challenging</p> <ol style="list-style-type: none"> 1. Students listen once & take notes. 2. Give <u>5 minutes</u> to tidy notes. 3. Listen again & add to notes (use a different colour pen). 4. Distribute questions. Set <u>30 minutes</u> to answer using their notes. <p>Medium</p> <ol style="list-style-type: none"> 1. Students listen once & take notes. 2. Distribute questions. Set <u>20 minutes</u> to answer using their notes. 3. Listen again. Students answer the missed questions as they listen. 4. Give an extra <u>10 minutes</u> to consolidate answers. <p>Easier</p> <ol style="list-style-type: none"> 1. Distribute questions. Students have <u>15 minutes</u> to read the questions. 2. Students listen & answer the questions. 3. Give <u>10 minutes</u> to tidy answers. 4. Students listen again. Check answers & answer missed questions. 5. Give <u>10-15 minutes</u> to tidy answers.
Feedback	Distribute or project ANSWERS .
URL Links:	Video: Available in paying download MP3: Available in paying download PPT: Available in paying download

Pre-listening Vocabulary

EXAMPLE

Task

Match the following words with the definitions and then compare with a partner when you

	Word		Definition
1.	Excavation	a.	
2.	Preservation	b.	International body that protects cultural and natural heritage
3.	Mausoleum	c.	Colours applied to decorate a surface
4.		d.	
5.	Collapse	e.	Action of keeping something in its original state
6.		f.	The act of carefully uncovering buried objects
7.	Pigments	g.	
8.		h.	To put something broken back together again
9.	Temperature	i.	
10.		j.	Level of moisture in the air
11.	Conservation	k.	Action of protecting and preserving something
12.		l.	To fall down or break apart suddenly
13.	Polyethylene glycol (PEG)	m.	
14.	3D scanning	n.	To become worse in condition
15.		o.	Chemical used to strengthen fragile materials
16.	UNESCO	p.	
17.		q.	Digital recording of shape and form of an object
18.	Exhibition	r.	
19.		s.	Public display of artworks or artefacts
20.	Generation	t.	

1.		2.		3.		4.		5.		6.		7.		8.		9.		10.	
11.		12.		13.		14.		15.		16.		17.		18.		19.		20.	

Note-taking sheet (blank) page 1 EXAMPLE

Note-taking sheet (blank) page 2 EXAMPLE

Conservation of the Terracotta Army Listening Test

EXAMPLE

1. Background: How were the Terracotta Warriors discovered and what happened to them? Complete each gap with **ONE** word or number.

The Terracotta Warriors were discovered in _____ near Xi'an, China. Over _____ figures _____ and unique. Many _____, but these colours began to disappear within _____ of exposure to air.

___/4

2. Definition: In one short phrase (no more than 8 words), define *terracotta* as described in the lecture.

Terracotta is _____

___/2

3. Artistic process: Are these statements true (T) or false (F)?

		T/F
i.	Some warriors had to be reassembled from hundreds of pieces.	
ii.	Early excavation _____ slowly.	
iii.	The warriors _____ and cold winters.	
iv.	Some figures _____	

___/4

4. Conservation techniques. Answer the following questions using words from the lecture.

i.	Why do archaeologists _____ with earth?
ii.	What chemical _____ paint?
iii.	Which _____ warrior in detail?
iv.	What do _____ help identify?
v.	Why are the _____ environments?

___/5

That is the end of page 1

EXAMPLE

5. Debates and cooperation. Multiple choice: select **ONE** answer per question only.

i.	Why do some argue for full restoration of the warriors?	a.	To give the [] painted splendour.
		b.	To increase the number of tourists visiting Xi'an.
		c.	To replace [] replicas.
ii.	Why [] full restoration?	a.	They believe restoration takes too long.
		b.	They [] authenticity.
		c.	They want to move the warriors abroad.
iii.	Which country has worked most [] since the 1980s?	a.	[]
		b.	Germany
		c.	[]
iv.	When was the mausoleum declared a UNESCO World Heritage Site?	a.	1980
		b.	[]
		c.	1987
v.	Why have [] of the Warriors been controversial?	a.	[]
		b.	They damage fragile statues.
		c.	[]

i.		ii.		iii.		iv.		v.	
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___/5

6. Ongoing risks: Complete each gap with **ONE** word only.

Tourism [] visitors, raising _____, dust, and vibration. [] Xi'an, including _____ rain, threatens the [] extremely _____, [] monitoring equipment. Unlike other projects that can be completed, conservation here [] after _____.

___/4

7. Summary. What is the overall stance of the lecturer? Select ONE option.

a.	Conservation is mainly about [] to tourists.	
b.	Conservation [] requiring science, ethics and cooperation.	
c.	Conservation is simple if [] correctly.	

___/1

Total Score ___ / 25

That is the end of the listening test.

Pre-listening Vocabulary

ANSWERS EXAMPLE

Task

Match the following words with the definitions and then compare with a partner when you have finished.

	Word		Definition
1.	Excavation	a.	Structure built as a tomb for an emperor or ruler
2.	Preservation	b.	International body that protects cultural and natural heritage
3.	Mausoleum	c.	Colours applied to decorate a surface
4.	Fragile	d.	Group of people born and living around the same time

1.	<i>f</i>	2.	<i>e</i>	3.	<i>a</i>	4.		5.		6.		7.		8.		9.		10.	
11.		12.		13.		14.		15.		16.		17.		18.		19.		20.	

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

Conservation of the Terracotta Army Listening Test

ANSWERS EXAMPLE

1. Background: How were the Terracotta Warriors discovered and what happened to them?
Complete each gap with **ONE** word or number.

The Terracotta Warriors were discovered in 1974 near Xi'an, China. Over 8,000 figures have been identified, each life-sized and unique. Many originally showed bright pigments, but these colours began to disappear within minutes of exposure to air.

___/4

2. Definition: In one short phrase (no more than 8 words), define *terracotta* as described in the lecture.

Terracotta is [*fired clay*]¹, [*less durable than stone or bronze*]¹.

___/2

ALL ANSWERS ARE INCLUDED IN PAID VERSION...

Conservation of the Terracotta Army Transcript **EXAMPLE**

[By A. Watson \(2025\)](#)

Good morning, everyone. Today we're going to explore one of the most extraordinary archaeological challenges of the modern age: the conservation of the Terracotta Warriors. These remarkable figures, buried for over two thousand years near Xi'an in China, were discovered in 1974 by farmers digging a well. Since then, they've fascinated both scholars....

THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...

Conservation of the Terracotta Army Transcript Highlighted

Answers

KEY						
Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7

*Good morning, everyone. Today we're going to explore one of the most extraordinary archaeological challenges of the modern age: the conservation of the Terracotta Warriors. These remarkable figures, buried for over two thousand years near Xi'an in China, **were discovered in 1974** by farmers digging a well. Since then, they've fascinated both scholars....*

THE FULL TRANSCRIPT IS INCLUDED IN THE PAID VERSION...



Terracotta Army

Seminar Speaking

Seminars

1. An overview of how a seminar works

- Students work together in groups of 4-6.
- Teachers provide a set of questions.
- Students discuss for 25-30 minutes (approx 5 mins per person).
- Students summarise the key points in the last 5 mins.
- Students CAN refer to their texts and notes.
- Teachers monitor and give feedback at the end.

2. Pre-seminar task

- Students:
 - i. Take notes on the reading text and lecture.
 - ii. Predict question types and practice formulating answers.
 - iii. Work with a partner to practice asking and answering questions about the texts.
- ♦ **Differentiation (low levels): distribute questions for students to prepare in advance.**

3. The seminar

- The group are called into a room and they sit around a table.
- The questions are given out and students have 2 minutes to read and prepare by taking notes.
- The seminar begins with an opening statement – *we're here today to discuss...*
- The students then begin to discuss the first question.
- Each student should make a contribution by referring to their notes / texts.
- The seminar should flow with students adding to what was previously said.
- Once everyone agrees the question has been addressed in full, then they move onto the next question.
- **Important:** not all the questions have to be answered but they should be discussed in order.
- Once the students begin to approach 25 minutes, they should bring it to an end by each one summarising a main point raised.

4. Points to remember

- It should be a flowing conversation with everyone involved and contributing.
- The teacher / tutor should not intervene if it goes quiet but let the students manage the discussion.
- Students have to show confidence and demonstrate thorough awareness of the texts.
- Dominant students are penalised for not sharing and including others.
- Students should be penalised for just reading notes.
- Key debate phrases should be used to show conversation skills - agreeing, disagreeing, interrupting, etc...

Seminar Questions

Key sources

Reading: **Watson (2025)**

Ledderose (2001); Portal (2007); Quinn (2017); UNESCO (1987); Yuan (2014).

Lecture: **Murphy (2025)**

1. What were the main political, cultural, or religious purposes of the Terracotta Army?
2. What conservation methods have been developed to protect the Terracotta Army, and what are the limitations or risks associated with these methods?
3. What are the biggest threats to the Terracotta Army today, and how do these threats affect the statues' long-term preservation?
4. How does international cooperation support the conservation of the Terracotta Army, and why is this cooperation sometimes controversial?
5. Critical thinking: *Is there anything in the reading or listening text that you would question, challenge, or interpret differently? Why?*