

# THE MUMMY MONSTER discussion

Harry sat up, rubbing his eyes. 'Hi Josh. What's the matter?'

**'It's that game of yours.'**

'What about it?'

**'It's messing me up. I saw something in my wardrobe.'**

'What?'

**'Don't laugh. A bandaged foot. It just appeared.'**

'A mummy's foot?' Harry was wide awake now. His bright blue eyes shone like high-wattage globes. 'Is it still there?'

EEK!... A  
MUMMY'S FOOT.



**‘No, there’s only a footy sock there now. But I saw what I saw.’**

‘Then that’s the second thing. Remember the beetle last night?’

Josh had forgotten about the beetle. ‘The game says it lets things loose to challenge us. Maybe it lets things loose into our lives. It’s haunting us.’ He sat up excitedly. ‘Great!’

**‘I don’t think it’s great at all. I don’t like mummies in my bedroom, not even my own, my mother—who, by the way, was in my bedroom a moment ago and could easily have seen the foot—but especially not the mummy of some creepy dead Egyptian king. Maybe we should stop playing this game.’**

‘We can’t do that,’ Harry said quickly.

**‘Why not?’**

‘The game says we can’t. If we stop playing, more things will be let loose. You could find something worse in your wardrobe tomorrow, like that big guy with the crocodile head.’



**‘This is crazy. Or else the game’s sending us crazy.’**

‘No it isn’t. These Egyptian games are a bit surprising that’s all. We just have to finish it. Don’t let it spook you, Josh.’

by Ray Pond

from *The Mummy Monster Game* (Omnibus Books)

# Teaching notes for The Mummy Monster Discussion

**Text form:** Conversation  
**Medium:** Face to face  
**Field:** Two children discuss whether or not to play a computer game.  
**Tenor:** Informal/ friendly  
**Mode:** Written representation of spoken conversation

## OTHER RESOURCES

Examples of playscripts.

Tape recorded classroom discussions/conversations for analysis.

Draft writing paper.

## INTRODUCING THE UNIT

Tell students that the extract is from *The Mummy Monster Game* by Ray Pond. The book deals with the adventures of three young people who play a computer game set in ancient Egypt. The extract is a discussion between two of the characters not long after they start playing the game. Remind students that discussions present a number of points of view on an issue.

## WHAT'S THE POINT OF VIEW?

Students should notice that Josh wants to stop playing while Harry insists that they must continue playing the game. Point out the ways the boys disagree with each other. Ask students which boy expresses the strongest point of view. Josh says, 'Maybe we should stop playing this game.' Harry says, 'We can't do that.' Tell students that words such as *maybe, possibly, might, must, should, can, can't* are used to express degrees of certainty. Harry is more certain than Josh that they need to continue playing the game. Remind students that in discussions certainty can vary from high to low depending on the relationship of those involved in the discussion and whether the topic is open or closed to negotiation. Josh opens up negotiation by using *maybe* (low certainty). Harry closes negotiation by using *can't* (high certainty). Point out the verbs used to tell the reader what the characters are thinking and feeling, for example *had forgotten, don't think, don't like*. Tape record some classroom discussions and analyse them with the students.

## CONSTRUCT A PLAYSRIPT

Show students examples of playscripts, pointing out the way they are constructed. Explain to students that the extract is suitable to reconstruct as a playscript because it is a conversation. If the extract had descriptions of scenery it would not have been suitable. Point out the need for stage directions and the lack of necessity for speech marks.

## WRITE A DISCUSSION

Ensure that students know how to link their arguments using connecting words, such as *on the one hand, on the other hand, whereas*. Ask students to read their discussion texts and discuss them.

## DISCUSS AN ISSUE

Remind students of the structure of discussion texts.

Discuss possible topics, for example:

Is it our responsibility to care for the environment?

Are we all responsible for controlling pollution or is it the government's role?

What is suitable food to stock in the canteen?

Should the amusement park be closed?

## FOLLOW-UP/EXTENSION

- Examine other examples of discussion in the classroom, on television and in novels.
- Engage students in polarised debates where different viewpoints are expressed.
- Read the whole novel *The Mummy Monster Game* to the class in serialised form.
- Encourage students to research ancient Egypt so that they can confirm whether the clues given for the game in the novel are accurate.



## ***What's the point of view?***

In the extract, Josh and Harry have different points of view. What are their points of view?



Josh:

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Harry:

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## ***Construct a playscript***

Reconstruct the discussion in the extract as a playscript. It has been started for you.

- Harry: (sitting up, rubbing his eyes) Hi Josh. What's the matter?  
Josh: It's that game of yours.  
Harry: What about it?  
Josh: It's messing me up. I saw something in my wardrobe.
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NA 3.5 NSW 2.5 Reads a wide range of written and visual texts and interprets and discusses relationships between ideas, information and events.  
NA 3.11 NSW 2.10 2.14 Able to produce a clear text using correct sentence structure, most grammatical features and punctuation conventions of the text type.  
NA 3.10 NSW 2.13 Recognises and discusses how own texts are adjusted to relate to different readers and how they develop the subject matter for particular purposes and audiences.



## Write a discussion

A discussion text begins with an opening statement to outline the issue. It then presents different viewpoints about the issue. It usually ends with a concluding recommendation. Write the discussion between Harry and Josh from the extract as a typical discussion text. Use the scaffold below.

Opening statement to outline the issue	
Arguments in favour of stopping playing the game	
Arguments in favour of continuing to play the game	
Concluding statement or recommendation	

NA 3.11 NSW 2.10 2.14 Able to produce a clear text using correct sentence structure, most grammatical features and punctuation conventions of the text type.

NA 3.12b NSW 2.11 Consistently makes informed attempts at spelling.

NA 3.10 NSW 2.13 Recognises and discusses how own texts are adjusted to relate to different readers and how they develop the subject matter for particular purposes and audiences.



## Discuss an issue

Write your own discussion. Ensure that your opening statement briefly outlines the issue, then discuss the different points of view before concluding.

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NA 3.12a NSW 2.9 Uses strategies to plan, review, proofread and publish own writing with awareness of audience and written language features.  
NA 3.11 NSW 2.10 2.14 Able to produce a clear text using correct sentence structure, most grammatical features and punctuation conventions of the text type.  
NA 3.10 NSW 2.13 Recognises and discusses how own texts are adjusted to relate to different readers and how they develop the subject matter for particular purposes and audiences.  
NA 3.9 Experiments with interrelating ideas and information when writing about familiar topics within a small range of text types.

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