

Level  
2

## The Mummy: Against the Elements

Teacher's Notes

### Summary

Imhotep, once an important person, has been dead for thousands of years. Now he is alive again. He is looking for treasure, some scrolls and a bracelet (manacle) that are hidden in tombs inside an Egyptian pyramid. He fights against the O'Connell family because they are also looking for the scrolls. Imhotep learns that they have found the bracelet, and it is Alex, their son, who wears it. Imhotep uses the four elements, water, earth, fire and air against them, but they win in the end.

### Background to the story

'Against the Elements' is one of several episodes taken from the Universal Studios animated TV series. The series is based on the movies, *The Mummy* and *The Mummy Returns*. Imhotep was a real person, who served under four kings in Ancient Egypt. He was a poet, architect and priest-physician. His greatest achievement was the design of the step pyramid at Saqqara.

### Topics and themes

**Magic:** There are several examples of magic in the story: A mummified body of Imhotep comes to life; Imhotep has a magic staff, stone statues begin to move, there is a bracelet which has magic powers. Magic is a good topic for creative work: Ask the pupils to imagine they have a magic staff or bracelet. What would they like to change? Ask the class to think of a famous person who lived in the past, who they would like to bring back to life. What questions would they ask them?

**Maths:** Pyramids are a very special shape. Pupils can work on angles, triangles, volume. The Penguin Young Reader Shapes has a story on this topic. Pupils can make a timeline, and include both BC ("Before Christ") and AD ("After Christ") periods. It can begin when Imhotep lived in 2700BC.

**Holidays:** The O'Connell's are a family who like to travel. They came from India to explore Egypt. Alex is learning a lot of history. Can pupils remember what they have learned when they have visited places? Pupils can talk about a visit to a museum, castle or other place of historical interest which they have made.

**World/Environment:** The geography of Egypt is about the desert and the river Nile. On both sides of the Nile, there is no water, for nearly 4,000 miles to the west, and 2,000 miles to the east. The pyramids of Egypt are buildings of enormous interest to tourists. They bring in money to the country. Tourists damage the pyramids: for example, a lot of traffic causes pollution. How can countries look after their treasures and let tourists visit them? What examples can they think of in their own country.

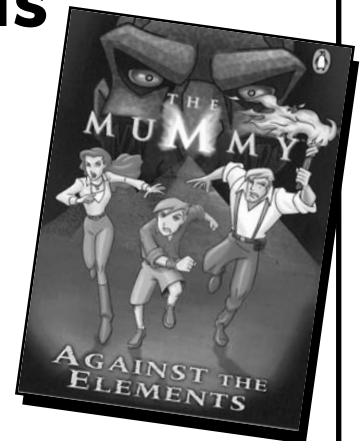
### Making use of the Reader

**The elements** This is a classroom warmer, for about 20 minutes. Ask the pupils to make two lists, for and against the usefulness of one of the elements, water, fire, earth and air. An example is: Water. It helps plants grow, but it can flood. The pupils can work in groups to make a list, then compare their answers. The results can be made into a poster with pictures from magazines and newspapers.

**Questionnaire:** Half the class make up 5 questions on pyramids: For example, how tall are they? What are they made of? They may

prepare multiple choice answers. The other half of the class prepare 5 questions on Mummies. What were they? How were they made? They must know the answers to their own questions. The groups swap questionnaires and answer the questions.

**Magic bracelets:** this is an activity that can take place after reading and can take place over more than one lesson. Give each pupil a thick piece of card, and tell them to wrap it round their wrist, mark on it how wide it should be to fit, and then they cut it out. They can then



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decorate their bracelets, before fastening them on with sticky tape. Encourage the use of designs from the book, the beetles, hammers etc from the Reader.

**What are they?** You, the teacher, are Imhotep.

You have come back to life. But there is a lot you don't understand. What are buses? Books? Pens? Telephones? Choose five or more objects and prepare pictures of them before the lesson. Show pictures to the class. What are they in English?

## Using the accompanying audio cassette

**Warm up activity, when the pupils have listened to page one of the cassette:**

Have a competition on who can sound the most like Imhotep. Go round the class, recording as many pupils as wish to take part. Afterwards play the tape and take a vote.

**While-listening activity**

Ask the pupils to say the words 'That bracelet is neat.' (pages 3, 10, 14) with the tape.

## Chants

There are three chants in the backs of the Readers, which are also read out on the cassette. Play one and ask the pupils which one it is, pointing to it in their books. Ask them 'Which of the three do you like the best? Can they learn a line each? When they hear their line, they can say it with the tape. It is better that they don't listen to one another speaking their lines aloud and concentrate on the tape alone.

## Notes on using the activities in the factsheet

**Activity 1** The pupils write in the words below the pictures.

**Activity 2** Before they can play, pupils should make or collect some counters. They can be pictures of scrolls/beetles/mummy etc stuck onto a circle of card. In a group, with each one having a counter and one dice per group, they throw the dice and move on the board according to the number on the dice. The first one to reach the scrolls is the winner. Winners of each group could play amongst themselves for a 'super' winner. Check first that everyone understands the words on the board.

**Activity 3**

The code is worked by aligning the letters of two alphabets: the top one starts at A, and the one below starts at F. A = F, B = G etc.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E

## Answers to the activities

**In the back of the Reader**

**Before you read**

1b, 2d, 3e, 4a, 5c

**After you read**

1. Fire 2. Mummy 3. Earth 4. Scrolls  
5. water 6. Egypt 7. Rope.

The mystery word is Imhotep.

**In the factsheet**

**Activity 1**



Earth

Fire

Air

Water

**Activity 3**

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	A	B	C	D	E

N R M T O J U R F I J Y M N X U D W F R N I  
I M H O T E P M A D E T H I S P Y R A M I D

**Activity 4**

1. TRUE 2. TRUE 3. FALSE 4. FALSE 5. FALSE (stone is wrong.)



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Name.....

## Activity 1

The labels for the four elements have come off. Match them and write them down under the pictures.

Water

Fire

Earth

Air



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## Activity 2

Find the bracelet.

In a group choose a counter and take it in turns to throw the dice and play the game.

**START**

The water monster is over your boat. Stop for one turn

You have the magic staff. Move one place forward.

**FINISH**

The mummies are moving. Move two places, quickly!

Wind is blowing hard. Move forward four places.

Earth is falling on top of you. Move back three places.

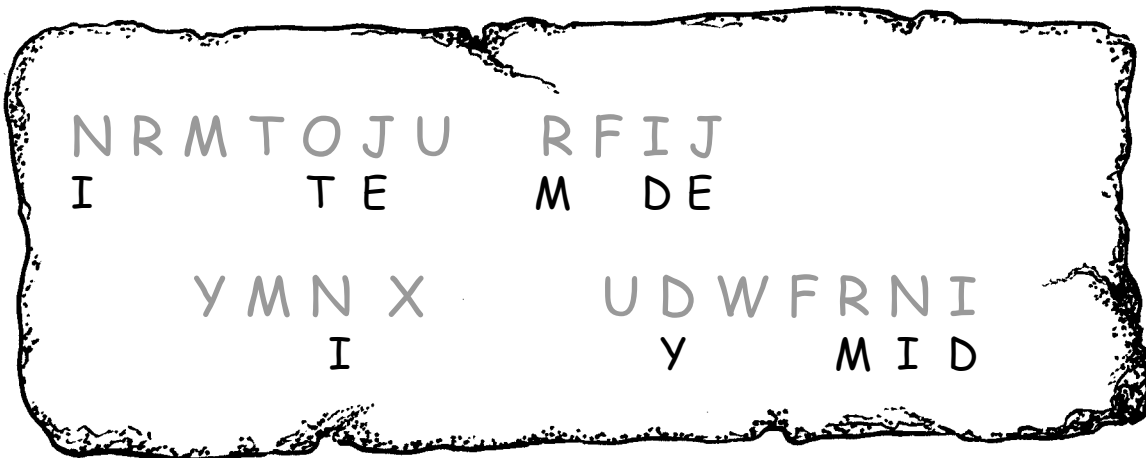


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Name.....

### Activity 3

This message was found on a tomb. It uses the English alphabet, but each letter stands for another letter. Some letters have been done for you. Find the pattern and write the letters underneath the alphabet. Then read the message.



A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
 - - - - -  
 I J N R T D  
 - - - - -

### Activity 4

True or false? Write TRUE or FALSE after each sentence.

Example: A manacle is another word for bracelet **TRUE**

1. Scrolls have writing on them.
2. The pyramids are in Egypt.
3. The Mummy is a true story.
4. The River Nile is in Egypt.
5. The four elements are earth, fire, stone and air.

