

# PYGMALION

PRIMER Y SEGUNDO CURSO DE E.S.O.



## INDEX

**BEFORE THE PERFORMANCE...****SESSION 1: SYNOPSIS AND CHARACTERS**

ACTIVITY 1: THE CHARACTERS

ACTIVITY 2: THE SYNOPSIS

ACTIVITY 3: FILL IN THE GAPS

**SESSION 2: UNDERSTANDING THE PLAY ACTIVITY**

ACTIVITY 1: DESCRIPTIONS

ACTIVITY 2: LEARNING THE VOCABULARY!

ACTIVITY 3: THE SONG "BUY A FLOWER"

**SESSION 3: THE ENDING**

ACTIVITY 1: IMPERATIVES AND COMMANDS

ACTIVITY 2: COMPREHENSION

ACTIVITY 3: ROLE PLAYS

**AFTER THE PERFORMANCE...****SESSION 4: EXPRESS YOURSELF!**

ACTIVITY 1: YOUR IMPRESSIONS

ACTIVITY 2: THE PLAY IN GENERAL



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 1: The Characters



**Take a look!** The characters from Pygmalion are introducing themselves. Can you help them? Use the information in each box to make up sentences for each character.

#### CHARACTER 1

##### LIZA

- Flower girl
- Is a Londoner
- Works outside the West End theatre
- Wants to be a singer
- She is lonely



*Hello, my name is Liza.....*

.....

.....

.....

.....

#### CHARACTER 2

##### PICKERING

- Famous voice coach
- From Canada
- Works at the Canadian Musical Theatre Company
- Has good manners/is very polite.



*Good evening. I am.....*

.....

.....

.....

.....



## SESSION 1: SYNOPSIS AND CHARACTERS

### CHARACTER 3

#### HIGGINS

- A voice coach
- Lives in London
- Interested in theatre
- Very rude
- Has a secretary called Mrs. Pearce



*Hello there. My name is.....*

.....

.....

.....

.....

### CHARACTER 4

#### NEPOMMUCK

- Singer
- Higgins' old student
- Has a long beard
- He loves singing
- (He is) Proud of himself



*Well hello! I'm .....*

.....

.....

.....

.....



## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 2: The Synopsis

Read the Synopsis of *Pygmalion*.



**Take a look!** Here is a glossary of words to help you:

- **Cockney** - una persona nacida en el *East End* de Londres, tradicionalmente de clase obrera y de los barrios obreros. (Dialecto de Cockney)
- **to perform** – representar / cantar / bailar
- **the stage** - escenario
- **bet** – apuesta
- **poverty** - pobreza
- **misery** - sufrimiento
- **to shelter** - resguardarse
- **voice coach** – profesor de canto/voz
- **an encounter** - encuentro
- **acquainted** – conocido / familiarizado
- **tape recording** – grabación de casete
- **accent** - acento
- **request** - petición / pedido
- **challenge** – desafío / reto
- **fair** – hermoso / bello
- **stubborn** – terco / testarudo

*Liza Doolittle is a Cockney flower girl selling flowers by night in the streets of London. Liza can sing and she dreams of performing on the stage of the theatre. She wants to escape from her life of poverty and misery. One winter's evening she finds herself standing outside the famous West End theatre, sheltering from the rain. By chance, two famous voice coaches: Henry Higgins and Mr. Pickering are also stood outside.*

*In an unusual encounter, the three characters become acquainted. Higgins insults Liza's singing and she gets angry. Pickering becomes involved and they then discover that both Pickering and Higgins have something in common: singing! Higgins and Pickering instantly become friends and they both go to Pickering's hotel to discuss their work. They leave Liza outside the theatre, singing to herself on her own.*

*The very next day Higgins and Pickering meet again at Higgins' house. Higgins' shows Pickering the work he does tape recording people's different accents. To the two men's surprise, Liza arrives with a request: she wants to learn how to sing and pay Mr. Higgins for lessons!*

*Like the day before, Higgins is very rude to Liza. However, he accepts Liza's request as a challenge to himself. They embark on a bet to transform Liza from a Cockney, street girl into a young, fair lady. With Higgins' techniques and Liza's determination and practice, things seem to start reasonably well. However, Higgins is a stubborn man and Liza has her own ideas for her future and how it should be.....*

*Will Higgins succeed in his challenge to turn Liza into a star? Will Liza gain the success she has always dreamt of? Or will Liza return to her life as a flower girl on the streets of London town?*



## SESSION 1: SYNOPSIS AND CHARACTERS



### Take a look!

Look at the following pictures. Each one shows an important stage in the story. However, the order has been mixed up. Try to put the story back in order and number each picture from 1 – 8.

Then write a suitable heading under each drawing to describe the stage in the story. Number 2 has been done already as an example.



.....  
.....  
.....



.....  
.....  
.....



2

*Higgins and Pickering  
meet outside the  
theatre.*



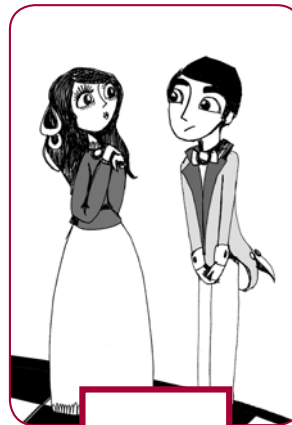
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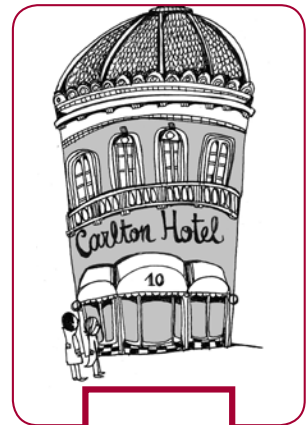
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## SESSION 1: SYNOPSIS AND CHARACTERS

### Activity 3: Fill in the Gaps



Read this extract (Act I) of *Pygmalion*. Complete the words below from what you think. Which box from the previous exercise do you think this extract corresponds to?

*(Higgins shows her the notebook.)*

LIZA: Oh... \_\_\_\_\_'s that? I can't read it.

HIGGINS: I can. "Ahhh! Look \_\_\_\_\_ you're going, dear. Look \_\_\_\_\_ you're going."  
Tell me... \_\_\_\_\_ do you come to be so far east? You were born in Lisson Grove.

LIZA: Oh, \_\_\_\_\_ harm is there my leaving Lisson Grove? It weren't fit for a pig to live in and I had to pay four and six a week...

HIGGINS: Live \_\_\_\_\_ you like, but stop that noise.

*(Liza begins to cry and bellow.)*

PICKERING: Come on... You've a right to live \_\_\_\_\_ you please.

WHAT - HOW - WHERE



What number box does this extract correspond to?

.....



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 1: Descriptions



#### Act II

Liza has arrived at Mr. Higgins' office where he is sitting working with Mr. Pickering. Higgins' secretary, Mrs. Pearce shows Liza into the office. Higgins and Mrs. Pearce begin to describe Liza using all sorts of colorful language!

**Take a look!** Here are some words to help you understand the dialogue:

- **A hobby** – something that you do in your free/leisure time.
- **To record** – to tape someone or make a copy of something using equipment.
- **Voice** – what you speak with
- **To expect** – to anticipate something
- **To throw** – to launch something into the air
- **A musical** – a piece of theatre which includes songs
- **To have a good ear** – to be musical and able to sing
- **To obey** – to do something someone tells you to do
- **Feelings** – emotions
- **Common** – usual. In this sense however it is a disrespectful term to describe someone who is not so well educated or perhaps does not have a lot of money.



Read the extract again and pay attention to the descriptions that Higgins and Mrs. Pearce give of Liza. Tick the box that matches the description you hear. The first one is done as an example:



☒ Mrs Pearce: An **old** woman wants to see you, sir.

☐ Mrs. Pearce: A **young** woman wants to see you, sir.





## SESSION 2: UNDERSTANDING THE PLAY



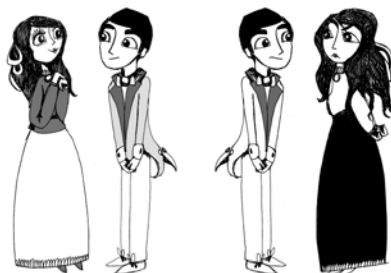
- ☐ Mrs Pearce: She's quite a **posh**, **little** girl.
- ☐ Mrs. Pearce: She's quite a **common** girl.



- ☐ Mrs. Pearce: I hope I'm not wrong; but you see such **strange** people sometimes...
- ☐ Mrs. Pearce: I hope I'm not wrong; but you see such **normal**, **everyday** people sometimes...



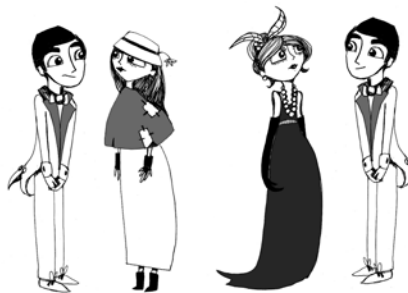
- ☐ Mr. Higgins: That's all right Mrs. Pearce. Does she have a **very boring** accent?
- ☐ Mr. Higgins: That's all right Mrs. Pearce. Does she have an **interesting** accent?



- ☐ Liza: You're so **polite**! You don't even know why I'm here yet.
- ☐ Liza: You're so **rude**! You don't even know why I'm here yet.

**B**

Before

**SESSION 2: UNDERSTANDING THE PLAY**
☐ Mr. Higgins: It's almost irresistible.  
She's so **horribly dirty**.....

☐ Mr. Higgins: It's almost irresistible.  
She's so **refined and perfect**.....


Below is a picture of Higgins. Imagine someone has asked you to describe him, what would you say? You can be as kind or as rude as you like! ...



He is.....

.....

He has.....

.....



Read your descriptions aloud to the class and compare them with others. Why did you describe him in this way?

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## SESSION 2: UNDERSTANDING THE PLAY

### Activity 2: Learning The Vocabulary!



Here you have opposite adjectives which have been mixed up. Match the pairs together.  
(Some may have more than one antonym.)

rude	calm	interesting
rich	polite	lovely
horrible	worse	
unknown	clean	
dirty	better	famous
terrified	kind	
boring	good	bad
nasty	poor	

*Note: An arrow points from 'bad' to 'good'.*



Using the words from the previous exercise, compare out loud in pairs, Mr. Higgins, Mrs. Pearce, Liza and Mr. Pickering:

Ex: *Liza is sweet, but Mrs. Pearce and Mr. Higgins are rude.  
Mr. Pickering is polite.*

Liza			Liza	
Mr. Higgins	rude	is	Mr. Higgins	poor
Mrs. Pearce	interesting	are	Mrs. Pearce	dirty
Mr. Pickering	kind		Mr. Pickering	lovely
	famous			nasty
	horrible			terrified
	rich			polite
	calm			boring
	clean			unknown



## SESSION 2: UNDERSTANDING THE PLAY

### Activity 3: The Song "BUY A FLOWER"



Listen to TRACK 1 - the song at the end of Scene 2 called ". But careful, there are lines that have been added to the verses. Can you underline them?!

*And she's lost, and she's lost, she's  
lost, she's lost, she's...  
Underneath the sun's gentle range,  
Consider buying from me a flower,  
before I take a shower,  
I really don't want to seem sour,  
But I don't have.. any change.*

*Consider buying from me a flower,  
before I take a shower,  
I really don't want to seem sour,  
But I don't have.. any change.  
In my pocket, just a range,  
Yet, this bloom, I'd gladly exchange.*

*Consider buying from me a flower,  
before I take a shower,  
I really don't want to seem sour,  
But I don't have.. any change.*

*With petals bright, colors so strange,  
A token of love, an exchange,  
In your heart, let it arrange.*



## SESSION 3: THE ENDING

### Activity 1: Imperatives and Commands



Read the fragment where Mr. Higgins is testing Liza's command of the English Language, but as usual he is not being very polite.

Put the lines in the correct order that you read them. Number them 1 - 7

*Example: 1-«Say your alphabet!»:*

**Higgins:**

"Listen to the sound HOH!"

**Higgins:**

"Say your alphabet!"

**Pickering:**

"Let her have a break, you're making her nervous!"

**Higgins:**

"You must practice. Say it!"

**Higgins:**

"Put your tongue forward!"

**Pickering:**

"Give her a chance, Higgins!"

**Higgins:**

"There is an H at the beginning of that word! Pronounce it girl!"



Did you think any other instructions or commands? Add them below.

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Have you noticed how we form the imperative (instructions) in English? Explain:

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## SESSION 3: THE ENDING



Working in pairs, play a game of "Higgins Says." Each person must take it in turns to give commands starting with the words "Higgins says..." whilst the other does it. Then switch roles. Here are some other examples to help you:

Higgins says...

**Stop!**

**Look!**

**Come here!**

**Sit down!**

**Stand up!**

**OR: Don't ... + verb**

**(talk/sing/shout/go/cry)!**

*Higgins says...*



Now draw four pictures to illustrate four instructions or exclamations that you have practiced. Write them in the speech bubbles.





## SESSION 3: THE ENDING

### Activity 2: Comprehension



The characters are attending a party at a rich actor's house. Here are some useful words to help you understand the dialogue:

- **a singer** : cantante
- **to convince** : convencer
- **marvellous** : maravilloso \*
- **to shave** : afeitarse / rasurarse
- **a rival** : rival / competidor
- **wonderful** : maravilloso \*
- **a fraud** : farsante / impostor/ora
- **a liar** : mentiroso/osa
- **nonsense** : tonterías
- **to pretend** : fingir / aparentar

### Questions: Listen to the track again and tick the correct box.

1. Who does Higgins say that Liza is going to meet?

- ☐ No one.
- ☐ The Director of the musical.
- ☐ The Queen of England.

2. Does Higgins remember his old student at first?

- ☐ Yes, instantly.
- ☐ He does not meet any of his old students.
- ☐ No, not at first.

3. What does Nepommuck say people call him?

- ☐ The big clown!
- ☐ The bearded singer!
- ☐ The hungry monster!
- ☐ The Merchant of Venice.

4. What nationality does Nepommuck claim that Liza Doolittle is?

- ☐ British English
- ☐ Spanish
- ☐ Italian
- ☐ German.

## SESSION 3: THE ENDING

- I think the party went well / badly because.....
- I think Liza does / does not have a chance of being in the musical because





## SESSION 3: THE ENDING



Imagine you have been asked to make a poster like the one below for the new musical on the London West End stage. Create your design in the box below. Include the following information:

### ONE FINE DAY For One Night Only!

#### AT:

The Victoria Palace Theatre

#### STARRING:

Roger Fields and Melanie Bishop

#### AS:

Mr. And Mrs. Buttons

#### Including the songs:

Spring In Your Step, What's Occurring  
& I'm A Lady

Tickets available from Box Office  
£30, £25, Stalls £15

### Title of the play

### Name of the theatre

### Stars in the show

### Prices of tickets

### Nights the show is on

### Songs in the show



## SESSION 3: THE ENDING

### Activity 3: Role-Plays

Here are three extracts from the play. Choose one to act out in groups.

- MRS. PEARCE:** What's he laughing at?
- HIGGINS:** Poor thing. What a horrible voice!
- LIZA:** What? I have a nice voice. My mother told me!
- HIGGINS:** Oh dear, oh dear. It's awful.
- LIZA:** How dare you? *(She is nearly in tears.)*
- PICKERING:** *(To Higgins.)* Really, sir. You should leave the poor girl alone.
- MRS. PEARCE:** Yeah, leave her alone.
- PICKERING:** Sorry sir, but... Why are you taking down every blessed word she is saying?
- LIZA:** I'm a respectable girl, so help me. *(Liza points to the audience.)* I never spoke to them except to ask them to buy a flower.
- PICKERING:** Are you a cop? *(To Higgins.)*
- LIZA:** I'm making an honest living. Sir, don't let him charge me.

*(Higgins asks for calm.)*

- HIGGINS:** Calm down, calm down. Who's hurting you, you silly girl? What do you take me for?
- LIZA:** I never done anything wrong.
- HIGGINS:** Shut up. Do I look like a policeman?
- LIZA:** Then what did you take down me words for? You just show me what you wrote about me.

*(Higgins shows her the notebook.)*



## SESSION 3: THE ENDING

### Activity 3: Role-Plays

- HIGGINS:** *(With the roar of a wounded lion.)* STOP! Listen to this, Pickering. This is the education we pay good taxes for. The result is 'Ayee, bayee, sayee...' Liza: say A. B. C. D.
- LIZA:** *(Almost in tears.)* But I said it right. Ayee, bayee, sayee...
- HIGGINS:** Stop! Say 'A cup of tea.'
- LIZA:** A cuppa tae.
- HIGGINS:** Put your tongue forward. Now say 'Cup'.
- LIZA:** Cu-cu-cu. I can't! *(Finally.)* 'Cup'.
- PICKERING:** *(Surprised.)* Good! Well done, Miss Doolittle.
- HIGGINS:** That's it. Pickering, we will make her a singer *(To Liza.)*. Next step: say 'Tea' Not taye. If you say beaye, or caeye or daeye again, you will go away immediately. *(Fortissimo.)* T.T.T.T.
- LIZA:** *(Weeping.)* I can't see the difference; but it sounds better when you say it.
- HIGGINS:** Of course! Why are you crying?
- PICKERING:** No, no. Don't worry, Miss Doolittle: you are doing very well. I promise we won't send you away.
- LIZA:** Yes. I will practice, I promise.
- HIGGINS:** Yes, you must practice. Say it!
- LIZA:** I must practice.
- HIGGINS:** Good. I must not speak like a horrible street girl.
- LIZA:** I must not speak like an 'orrible street girl.
- HIGGINS:** No! Did I say 'orrible? Did I?
- LIZA:** Yes you did! Don't call me 'orrible.
- HIGGINS:** Horrible! Horrible! There is an H at the beginning of that word! Pronounce it girl!
- LIZA:** Orrible...
- HIGGINS:** HHHHorrible!
- LIZA:** Orrible... *(Nearly in tears.)*



## SESSION 3: THE ENDING

### Activity 3: Role-Plays

*(A party at Higgins' Laboratory.)*

- HIGGINS:** Now, Liza. It's not just a question of singing. You need to act like an important singer.
- LIZA:** I understand.
- HIGGINS:** I'm going to introduce you to the Director of the musical. We need to convince him you can sing in the musical.
- LIZA:** But what if he doesn't like me?
- HIGGINS:** He will like you, don't be silly. Now, let's go and say hello.

*(One of the guests at the party enters. He is an important-looking young man with an astonishing and hairy face. Recognizing Higgins, he opens his arms wide and approaches him enthusiastically.)*

- NEPOMMUCK:** Maestro, maestro *(He embraces Higgins and kisses him on both cheeks.)* Do you remember me?
- HIGGINS:** Yes, I do.
- LIZA:** Great! Yes, I do is the correct form...

*(Higgins steps on Liza's foot.)*

- HIGGINS:** Why don't you shave?
- NEPOMMUCK:** I'm famous for my beard! They call me the bearded singer! And now I train young people to sing. Who is she?
- HIGGINS:** Oh! She is an amazing actress.
- NEPOMMUCK:** *(Taking Liza's hand.)* How do you do?
- LIZA:** *(With a beautiful gravity that awes her host.)* How do you do?

*(Pickering enters and approaches Higgins.)*



## SESSION 4: Express Yourself!

### Activity 1: Your Impressions



Now you have seen *Pygmalion*, was it how you imagined it to be? Compare the real thing with what you imagined the play to be.

Look back at Activity 3 in Session 3 when you acted out scenes from the play in groups. Which version did you prefer - your interpretation or the actor's interpretation in the play?

**I preferred my ending / the real ending / my interpretation of the characters / the actor's interpretation *because*.....**

..more (+)...

- *original*
- *entertaining # boring*
- *interesting*
- *dynamic*
- *emotive*
- *creative*
- *realistic*
- *polished*

..it was...

..less (-) ...



## SESSION 4: Express Yourself!

### Activity 2: The Play In General



Did you enjoy Pygmalion?

Write something about what you thought of it:

The story, the characters, the costumes, the stage design and props, the songs...

Write a sentence for each:



Use verbs such as "to like", "to love", "to enjoy".



Use verbs such as "to hate", to prefer ".

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

## OTHER SHOWS

### Primer y Segundo Curso de E.S.O.

Los tres mosqueteros

Entremeses

Bodas de sangre

Verso a Verso

En busca del respeto perdido

Take Away *(In English)*

Le jour de la marmotte *(En Français)*

Le malade imaginaire *(En Français)*

## PYGMALION

Didactic project elaborated  
by Elena Valero Bellé



***Do you fancy a stimulating cup of tea and a big dose of "British Humour"?*** Elegant, charming and very witty. Eliza Doolittle is ready to show you that, with the right touch, a simple florist can become a true "lady". Don't miss out on this Broadway classic inspired by the great George Bernard Shaw, which will transport your students to Edwardian England, in the most fascinating English lesson of this year.

