

PYGMALION

TERCER Y CUARTO CURSO DE E.S.O.



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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.



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



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



*Higgins and Pickering
meet outside the
theatre.*



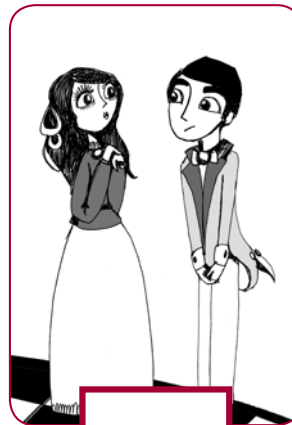
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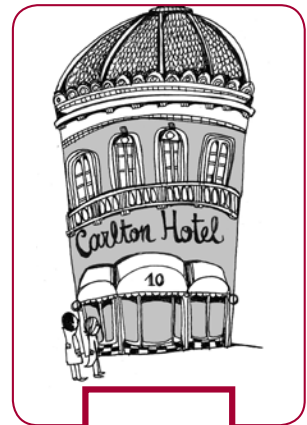
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SESSION 1: SYNOPSIS AND CHARACTERS



Activity 3: Fill In The Gaps

Listen to the song "Now is my moment" of *Pygmalion*. Complete the gaps with the words that you hear. Which box from the previous exercise do you think this extract corresponds to?

Now is my _____,
and I can _____ it,
don't step up to me,
don't be _____!

I want my present,
and I can feel it,
and I will do it,
without your _____!

Don't bring me down,
don't bring me down

Now is my _____,
and I can feel it,
don't step up to me,
don't be _____!

Now is my _____,
and I can _____ it,
don't step to me,
you don't be _____!

I want my present,
and I can feel it,
and I will do it,
without your _____!

I'll get this event,
and I can feel it,
I will fight for me,
I don't want _____!



What does Liza want ?

.....

.....



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.



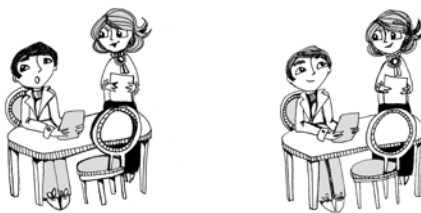
SESSION 2: UNDERSTANDING THE PLAY



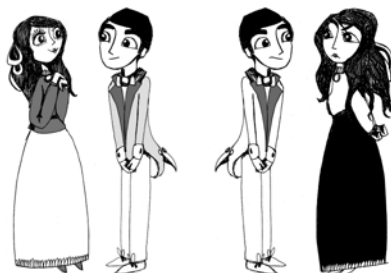
- ☐ Mrs Pearce: She's quite a **posh**, **little** girl.
- ☐ Mrs. Pearce: She's quite a **common** girl.



- ☐ 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...



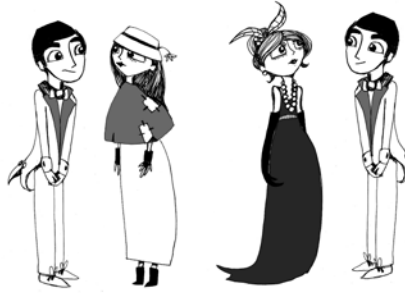
- ☐ Mr. Higgins: That's all right Mrs. Pearce. Does she have a **very boring** accent?
- ☐ Mr. Higgins: That's all right Mrs. Pearce. Does she have an **interesting** accent?



- ☐ 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?



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		
	bizarre		unknown
clean			
dirty	better	dim	famous
terrified	kind		
boring	average	good	
		nasty	> sweet
mean			
intelligent		poor	bad

Note: An arrow points from the word 'bad' (circled) to the word 'good'.



SESSION 2: UNDERSTANDING THE PLAY



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



Write down three of the sentences you have just made up:



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. 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.

Circle the instructions and commands below that you read in the extract. Which character did say it? For example « *STOP! Listen to this!* »:

"Say your alphabet!"

Higgins: "STOP! Listen to this!"

"Do not eat all the cheese!"

"Do what he tells you; and let him teach you."

"Pay attention, You fool!"

"Buy me some shoes!"

"Close that door!"

"Put your tongue forward!"

You must practice. Say it!"

"Fetch me my dinner now!"

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

"Listen to the sound HOH!"

"Come back!"

"Give her a chance, Higgins!"

"Jump in the swimming pool!"

"Let her have a break..."

"Go away"



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



SESSION 3: THE ENDING



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

Higgins says...

stop doing that now!

look to your right!

come and sit down next to me!

sit like a lady!

**stand up straight and stick out
your tongue!**

sing a song!

OR: Don't ... + verbo

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

Higgins says...





SESSION 3: THE ENDING



Activity 2. Pronunciation

Are You A "Fair Lady"? Test

In pairs complete the test below to work out how much of a Cockney or a Fair Lady you are:

RHYMING WORDS: Identify the other words in the sentence that rhyme with the word underlined:

Example:

It puts Henry Higgins in a very bad mood as he finds it extremely rude when curious people allude to something grue some whilst he is busy eating his food!

- Stand up straight mate and stop eating cake; you are going to make yourself very, very late.
- It is a funny thing that your cat is sitting on the mat and wearing your hat!
- The duck wakes me up and the crack or dawn and there is nothing to shut him up!

(3 points)

HOW MANY SYLLABLES?:

Television: _____

Cucumber: _____

Hippopotamus: _____

Hilarious: _____

(4 points) *Bonus point if you can find the stressed syllable in each word.

TONGUE TWISTER *(Repeat 10 times):

Henry Higgins hates horrible hats that haven't been handled buy high, handy hat makers.

(3 points)

SCORES

5 or more

You are a beautiful fair lady, (or gentleman).

4 or less

You are a Cockney Londoner.



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

Tercer y Cuarto Curso de E.S.O.

Entremeses

Bodas de sangre

Verso a Verso

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.

