



STUDENT PACKET

GRADES 9-12

Pygmalion

George Bernard Shaw

READ, WRITE, THINK, DISCUSS AND CONNECT

Pygmalion

George Bernard Shaw

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Remaking Ourselves

Directions: Rank the following people from most to least commendable. Write a "1" for the most commendable, "9" for the least.

- _____ A plastic surgeon puts the following advertisement in the yellow pages: "Look Your Best. Facelift, Eyes, Ears, Nose, Mouth, Chin. Invest in yourself. We care about helping you achieve your best natural look."
- _____ One of the first plastic surgeons helps reconstruct the hideously disfigured faces of soldiers wounded in the trenches of World War I.
- _____ A present-day plastic surgeon refuses to "pander to vanity" unless she can justify her work as "reconstructive."
- _____ Milton Berle was so pleased with his 1947 nose job that he gave each of his friends nose jobs for Christmas, earning the moniker, "Santa Schnozo."
- _____ An American plastic surgeon donates thousands of hours of surgery to children from around the world with disfigured faces.
- _____ The owner of a weight loss company promises: "Here's a guaranteed way to get the beautiful body you've always wanted. This plan, which is safe and healthy for girls of all ages, will make you look sleeker and sexier while you eat the foods you like—and without aerobics! You'll get looks from guys who never noticed you before and jealous looks from the competition, to prove it."
- _____ A speech therapist offers the following to his clients: public speaking, optimum voice, accent articulation, help with stuttering and other voice disorders.
- _____ Before a middle school class goes on a weekend retreat in the mountains, a teacher presents a mini-unit on table manners—how to set the table, which cutlery to use for what, etc.
- _____ The author of a bestselling book, *The Power of Speech*, offers a guide to speaking good English. She suggests ways to eliminate accents, communicate more effectively, and overcome fear of public speaking.

What are four questions these scenarios raise in your mind about the conditions under which it is advisable for a person to try to change himself or herself?

1. _____
2. _____
3. _____
4. _____

Name _____

Preface

1. Why has Shaw made his hero a phonetic enthusiast?
2. Who was Alexander Melville Bell?
3. How was Alexander Ellis different from Henry Sweet?
4. How was Henry Sweet like Henrik Ibsen?
5. Why did Shaw give up on his idea of making Sweet famous?
6. Name one actual detail fictionalized by Shaw in the play.
7. What was the Pitman system?
8. What system did Shaw prefer to the Pitman system?
9. Name two actual phoneticians after whom Shaw modeled Professor Higgins.
10. Whom does Shaw advise to consult a phonetic expert?
- *11. What does Shaw's preface show you about the kind of man he was?
- *12. Shaw says that great art should be didactic. What lesson will he try to convey in *Pygmalion*?

[These are open-ended questions with no right or wrong answers.]*

Act One

1. Why is Clara complaining, as the play opens?
2. How does Freddy meet Liza?
3. For what does Freddy's mother pay Liza?
4. How does Liza stir up a commotion among the bystanders?
5. Why is Henry Higgins taking notes?
6. How does Henry Higgins amuse the crowd?
7. What is Pickering's specialty?
8. What happens to the cab Freddy has summoned for his mother and sister?
- *9. Would Freddy's mother have behaved differently toward Liza if Liza had referred to "Charlie" instead of "Freddy"?
- *10. Why will Liza seek out Henry Higgins in the next scene?

Name _____

Directions: You judge what characters in literature are like in much the same way as you judge what people in real life are like—by how they look and act, by what they say, by what they seem to think and feel, and by how others treat them.

I. As you read the story, create an attribute web for Liza. Jot down phrases and page references in the boxes below. For each group of details, write a generalization about Liza. Then summarize your generalizations in one or two sentences.

<p>Liza's Actions:</p>	<p>Generalizations you can make:</p>	<p>Liza's Thoughts:</p>	<p>Generalizations you can make:</p>
<p>Statements Liza Makes:</p>	<p>Generalizations you can make:</p>	<p>What Others Say to Liza:</p>	<p>Generalizations you can make:</p>
<p>What Others Do To Liza:</p>	<p>Generalizations you can make:</p>	<p>What Others Say About Liza:</p>	<p>Generalizations you can make:</p>

My overall generalization about Liza: _____

II. Writing Activity: Using the overall generalization above as your topic sentence, write a character sketch of Liza.

Name _____

Directions: Imagine that you are Liza. You have decided to return to school. You find the following directions in your college application:

"In a well-organized essay, describe a significant educational experience you have had."

Follow the ten steps below in writing your essay.

Pre-writing:

1. Jot down answers to these questions—

Why did you seek instruction from Henry Higgins?

Cause #1:

Cause #2:

Cause #3:

Effect: I sought out Henry Higgins.

What sort of instruction did you receive?

What did you expect to learn?

What did you learn? (Supply details from the story.)

