 Year 12 English Standard

Pygmalion – connecting characters to concepts

Task – As chosen, individuals read Pygmalion aloud. You will look for examples in the text of the following themes/ideas as seen in the table below. The first student to shout out the theme and support it with a character textual example gets to tick that theme on their table.

The student that ticks off all topics first will receive a prize.

Note – Before you tick it off, you must write the textual example. Consider this as an opportunity to collect quotes.

| Themes/Ideas | Quotes as examples |
| --- | --- |
| **Evolving and transformative identities** |  |
| **Education and language as a means for individual growth** |  |
| **Conflicting cultural worlds (including education, social class and gender)** |  |
| **Appearance** |  |
| **Beliefs/attitudes/values** |  |
| **Language as a means to degrade and demean** |  |

Task – Compose two paragraphs explaining which theme best highlights the characterisation of either Higgins or Eliza. (For example, which theme recurs the most/reveals the most to the audience about Eliza’s social transformation and Higgins’ reaction to it?)