

5 The Film and the Fashion Industries

To what extent are major industries inclusive?

1

Can Hollywood films be more inclusive?

- A. Look at the poster. What surprises you? Justify.
- B. Read the text.
 - Why is *Crazy Rich Asians* considered to be the first of its kind?
 - What was Hollywood trying to do?
 - What stereotype does the film attempt to change?
- Is the goal achieved?
- C. Comment on the journalist's statement: "It could have given us representation that went beyond the skin-deep." (l. 38-39)

Since watching *Crazy Rich Asians* two weeks ago, I've been trying to understand why the Hollywood-backed, first "all-Asian cast" blockbuster for two decades is considered by many to be quite so groundbreaking.

5 The film, an adaptation of the first in a trilogy of novels by Kevin Kwan, has been hugely successful in the US, where "Asian" effectively means east Asian or ethnically Chinese.

The more I spoke to fans of the film, the more sure

10 I became that, as a diaspora, we east Asians are not asking for enough from a movie that makes so much of the ethnicity of its actors for its content.

The film has raised high expectations for its "representation" – and rightly so. Hollywood is

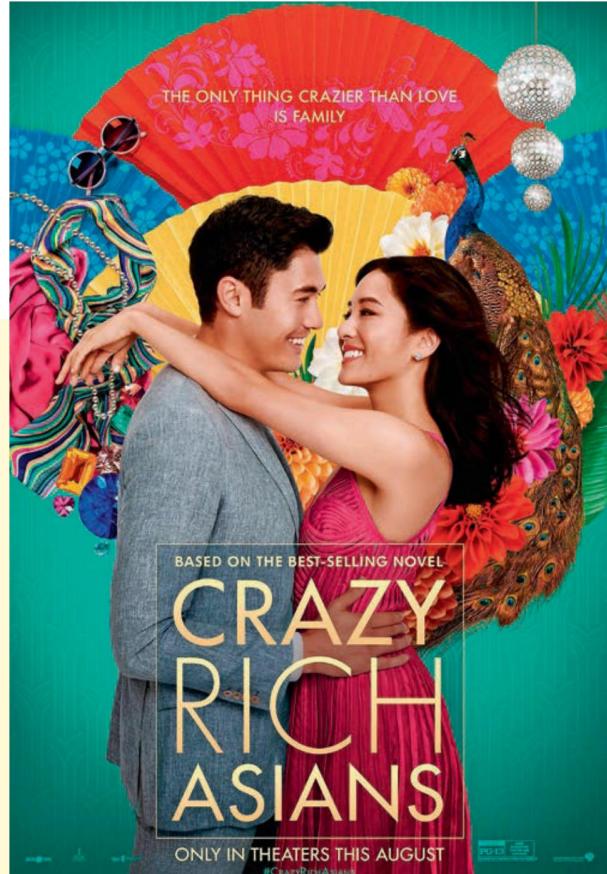
15 essentially attempting to atone for – or distract from – the decades of whitewashing and invisibility of Asian people in film – by giving them all the parts at once. [...] Which is why we should expect a game-changer given this new opportunity today. *Crazy Rich Asians*, however,

20 is safe and generic, lacking in grit and filled with cheesy one-liners, *Mean Girls* cattiness and a glossy version of east Asian culture. [...]

While discussion of *Crazy Rich Asians* has focused largely on the representation of women, the film also

25 makes a conscious effort to dispel the stereotype of the emasculated Asian male. But this is done so overtly that some scenes are little more than product placements for the washboard-abs of the leading male actors, including Nick Young, the film's protagonist – played by

30 the half-Malaysian, half-English former model Henry Golding. While Golding is unlikely to represent all "Asian



men", the bigger concern lies in the message it sends young Asian males, reinforcing the idea that the western standard of male beauty is the most attractive. [...]

35 *Crazy Rich Asians* was an opportunity, but not just for Hollywood to pat itself on the back, cash in and tick all the desired "diversity" boxes by lumping everyone into the same project. It could have given us representation that went beyond the skin-deep – something that many

40 of us are still too scared to ask for.

Yuan Ren Mon,

17 September 2018

YOUR TURN! 2 Write a post

Write an article for the *Huffington Post* entitled: "Is *Crazy Rich Asians* a groundbreaking movie?" Justify your point of view.

3 Inclusivity in the fashion industry

Text A

In an industry rife¹ with outdated stereotypes of beauty, Winnie is redefining global standards of beauty. "I believe beauty is in the eye of the beholder," says Winnie, who is ⁵ the face of global fashion brand, *Desigual*. Many people are slow to embrace change and are fearful of anything outside the norm but, in Winnie's own words, it is these differences that make us unique and authentic.

¹ full of

Text B

I wanted to understand why it was so difficult for magazines to use disabled models. "My job in putting these shoots together is thinking how I can get all these assets in the ⁵ right place," explained Caroline. "[Sometimes] I've got to get people over three cliffs, down a ravine and over a little bridge to get the perfect shot. You have to look at the insurance implications. You have to think ¹⁰ about the transport. It's not an excuse; it just hasn't come up in conversation." Caroline said using a disabled model would also throw up questions for the reader and stop it being about fashion.



Winnie Harlow, top model

- A. Read both texts and sum up what each person thinks of diversity in the fashion industry.
- B. Why is the fashion industry reluctant to use disabled models?

- C. Class debate. Is the fashion industry becoming more inclusive? Would you like to see more diversity on the catwalks?

Your TURN! 4 Promoting inclusion

Pairwork.

Pupil A: Try to convince the producer of the next *James Bond* film to cast a disabled actor / actress.

Pupil B: Explain your fears (dangerous stunts, people's reactions...).

HELP!

Nouns

- features: traits
- visibility

Adjectives

- disabled: handicapé(e)
- striking = more attractive than usual
- unconventional

Verbs & expressions

- advocate
- be in the spotlight
- celebrate
- challenge = defy expectations
- champion /tʃæmpɪən/
- promote
- put forward one's difference

6 Beauty is on the Inside

Is beauty in the eye of the beholder?

1 The social confines of beauty

A. Look at the picture. Where was it taken according to you? What is its main goal? What impact could this sticker have on students?

B. Read the article.

- How did the author initially respond to seeing the warning sticker about beauty?

- Do you believe that society is to blame for a lack of self-esteem?

C. Focus on lines 24-29. Do you prefer the Merriam-Webster or the Oxford dictionary definition of beauty?

D. What other qualities besides appearance are mentioned to define beauty?

They say beauty is in the eye of the beholder¹. Yet, who is the beholder of one's beauty? The answer is meant to be different for everyone. However, on my recent stop to the women's restroom in the Student Center, I revisited

⁵ that phrase once more.

On the mirror's right hand side, there is a sticker that gives students a warning. [...]

My initial reaction was to look at myself in the mirror, and re-evaluate what I had thought all along.

¹⁰ Yet something felt wrong. I suddenly began to examine my reflection even more closely. I probed my hair, height and freckled skin as if something negative lurked underneath my perception. [...]

Women at Montclair State have probably seen many of ¹⁵ these stickers on mirrors in the bathrooms on campus. While they are likely meant to boost self-esteem, it still raises some questions. Is society's impact on beauty so strong that students have to be warned to find beauty in themselves? [...]

²⁰ The best way to define beauty is by finding its core definition. I decided to research the term in the Merriam-Webster² and Oxford³ dictionaries. Both define beauty in slightly different, but important ways.

Merriam-Webster defines beauty as "the qualities in a ²⁵ person that gives pleasure to the senses [...] loveliness." [...]

However, Oxford³ defines it as "a combination of qualities, such as shape, colour or form that pleases the aesthetic senses, especially the sight." [...]

³⁰ When comparing the two, Merriam-Webster seems to define beauty as more of a person's physical character-



istics. Oxford, on the other hand, defines it as a way of being. Beauty has color and shape that pleases one's eyes. Beauty has more depth than its own reflection.

³⁵ It also has intellect. One's beauty can be their brains, artsiness, talents or even heart.

To conclude, students can still face these mirrors and try to find what truly makes them beautiful. [...]

The answer is beyond the reflection in the mirror.

⁴⁰ Women and men are the beholders of their own individual beauty. Whether it is your kindness, brains, body, eyes, guitar chops or home runs, your beauty is defined by you. It reflects not only in mirrors, but in our words, actions and the people we touch.

¹ a person who sees something •

² American dictionary • ³ principal historical dictionary of the English language

Chantel Diaz, _____,

4 December 2017

2 “My definition of beauty is...”

- A. Look at the document and react.
 B. What do you think its goal is?
 C. **Have your say.** Would you like to see more campaigns like this one?



RICHARD, 29

“My definition of beauty has a space for everyone.”



SOPHIE, 24

“My definition of beauty is being yourself and looking the way you want to.”



ROGER, 19

“My definition of beauty is being confident in your appearance and not being afraid to stand out from the crowd.”



JILL, 71

“My definition of beauty is ageless, natural and authentic, a spirit that shines from within.”



MATT, 40

“My definition of beauty is someone who shares love, compassion and happiness in the face of adversity.”



ALICE, 33

“My definition of beauty is natural and personal. Not forcing something to fit under someone else’s perception.”

YOUR PROJECT

1. Participate in Oprah Winfrey’s talk show about the impact of beauty.

Groupwork. Each member of the group chooses a different role from one of the following industries that focus on beauty: author / journalist / magazine editor / actor / model / photographer / historian.

Discuss the way in which norms have changed over time to be more inclusive and the potential impact this can have on society today. 

OR

2. Write your own definition of beauty and how it has evolved for Teen Vogue.

From what you have learnt in this unit, and from your own ideas, create a definition of beauty. Assess how your definition may have changed since the beginning of this unit. Then write a one-sentence definition of beauty to put it on display. 



OPEN YOUR EARS!

🎵 PHONOLOGY 🎧

1. La prononciation de la terminaison -ed



- Classez les verbes en fonction de la prononciation de -ed. Puis, écoutez l'enregistrement pour vérifier vos réponses. **MP3 n°122**

*preferred • surprised • committed • sheltered • occurred
washed • accepted • belonged • formed • emigrated*

-ed		
/d/	/t/	/ɪd/
...

N.B. Le nom *hatred* (synonyme de *hate*) se prononce /'hetɪtrɪd/

De même, quelques adjectifs qui se terminent par -ed se prononcent /ɪd/ :

- *wretched* /'retʃɪd/ = misérable
- *ragged* /'rægɪd/ = en haillons
- *naked* /'neɪkɪd/ = nu(e)
- *sacred* /'seɪkɪd/ = sacré

- Complétez les règles de prononciation de -ed
- Quand -ed suit une consonne sourde (pas de vibration des cordes vocale), on utilise sa forme sourde ...
- Quand -ed suit une consonne sonore (vibration des cordes vocales) ou une voyelle, on utilise sa forme sonore ...
 - Quand -ed suit un *t* ou un *d*, on utilise la prononciation ...

2. La prononciation des mots composés

- Écoutez les mots suivants et repérez l'accent principal. Puis, entraînez-vous à les répéter. **MP3 n°123**
- whitewashed • self-confidence • well-being • make-up • bathing suit • airbrush • red-haired • well-dressed • good-looking • blue-eyed • well-known*



❓ AUDIO MYSTERY ❓

Listen and find the secret word. **MP3 n°124**



🎤 SHOW TIME 🎤

Écoutez ces phrases et entraînez-vous à les répéter.

MP3 n°125



a. I / think we should / fight / stereotypes!

Ici le locuteur a un ton neutre

b. I / do / think we should / fight / stereotypes!

Quand on veut insister, mettre l'emphase, on peut utiliser la grammaire.
Ici le locuteur insiste sur *do*.

c. / ! / think we should / fight / stereotypes!

Ici, le locuteur accentue fortement pour insister et exprimer son point de vue.



- Audio words
- MP3
- Interactive Test

SPICE UP YOUR VOCABULARY

UNIT 23

Use the vocabulary below to create your own mindmap and add more words if necessary!

Nouns

- acceptance
- admiration
- beauty /'bju:ti:/
- bias /'baɪəs/
- confidence /kɒnfɪdəns/
- diversity /dɪ'ver'səti:/
- equality
- equity /'ekwɪtɪ/
- inclusion /ɪn'klju:zən/
- inclusivity /ɪn'klju:sɪvɪtɪ/
- intimidation /ɪn'timɪ'deɪʃən/
- self-love

Verbs

- accept
- admire
- appreciate /ə'pri:fieɪt/
- assert oneself /ə'sɜ:t/
- bully /'buli/
- conform
- criticise /'krɪtɪsaɪz/
- evolve /'evolv/
- exclude /ɪk'sklu:d/
- expose
- harass /'hærəs/
- idealize /aɪ'deɪlaɪz/
- include /ɪn'klu:d/
- judge
- scrutinise /'skru:tɪnaɪz/
- tease /ti:z/
- torment
- undergo

Adjectives

- aesthetic /ɪs'θetɪk/
- alluring /ə'lʊərɪŋ/
- attractive /ə'træktrɪv/
- beautiful /'bju:tɪfl/
- biased /'bʌɪəst/
- captivating /'kæptɪvɪtɪŋ/
- charming /'tʃa:mɪŋ/
- confident /kɒnfɪdənt/ ≠ reserved
- dazzling /'dæzlɪŋ/
- equal /'i:kwəl/
- flawless /'flɔ:ls/
- gorgeous /'gɔ:dʒəs/
- handsome
- ideal /aɪ'deəl/
- inclusive
- insecure
- lovely
- perfect
- prejudiced against sb
- pretty
- self-assured
- stereotypical = stereotyped
- untarnished /ʌn'ta:nɪʃt/

UP TO YOU!

★ 1. Give the noun, the verb and adjective for each word as in the example.

- A. diversity → diversify → diverse
 B. evolve (noun / adjective)
 C. prejudiced (noun / verb)
 D. admiration (verb / adjective)
 E. stereotypical (noun / verb)

★★ 2. Add or subtract a prefix or suffix -less, -un, -im to find the opposite of these words.

- attractive • perfect • unblemished • flawless •
 untarnished • undamaged

★★ 3. Match each words with its definition.

- A. The state of feeling calm and in control
 B. The quality of being friendly, considerate
 C. The skilled use of reason
 D. The quality of being stylish in appearance or manner
 E. The ability to inspire devotion in others through charm
- | | |
|-----------------|--------------|
| 1. intelligence | 4. kindness |
| 2. composure | 5. integrity |
| 3. charisma | 6. elegance |

★★★ 4. Look at this list of synonyms for the word "beautiful." Classify them on the chart. Then use them in a sentence.

- admirable • attractive • alluring • captivating •
 charming • dazzling • gorgeous • handsome • lovely •
 pretty • statuesque

inner	enter	both
...

★★★ 5. Choose the correct word to fit into these sentences.

- conforming • identical • uniform • alike • like • same

- A. Beauty should not be ... , as they say "variety is the spice of life!"
 B. I hate it when every person on TV looks ...!
 C. I wish he would stop trying to look ... everyone else and just be himself.
 D. These two models look exactly the I don't think they're related but they could be ... twins!
 E. By styling ourselves the same way and trying to have the same body or skin color as others, we are only...

RULE THE GRAMMAR!

LA PLACE DES ADJECTIFS

- Quand il y a plusieurs adjectifs placés avant le nom, comme dans *a big black car*, on les place du plus subjectif au plus objectif. Ainsi, on dira plus volontiers : *"A nice tall man."* que *"A tall nice man."* La taille est un critère plus objectif que le fait d'être gentil.

- TACOM est un moyen mnémotechnique pour pouvoir décider de l'ordre des adjectifs en anglais : Taille / Âge / Couleur / Origine / Matière
A long, new, multi-coloured, French, silk dress.
Une nouvelle longue robe colorée en soie d'origine française.

► p.300

FORMATION DES ADJECTIFS COMPOSÉS

- On peut former les adjectifs composés à partir d'un verbe. Dans ce cas, on utilise *-ing* ou *-ed*.
His best-selling dress. La robe qu'il vend le mieux.
Fashion is a press-controlled business. La mode est une activité contrôlée par la presse.

- On peut aussi les former à partir d'un nom ou d'un adjectif. Dans ce cas, on utilise *-ed*.
I have a long-sleeved shirt. J'ai une chemise à manches longues.

LES COMPARATIFS ET LES SUPERLATIFS

- Le comparatif de supériorité
 - Pour les adjectifs d'une syllabe (dits courts), on ajoute *-er* à l'adjectif ainsi que *than* :
She's nicer than you. Elle est plus gentille que toi.
 - Pour les adjectifs de trois syllabes ou plus (dits longs), on utilise *more + adjectif + than* :
This dress is more beautiful than that one. Cette robe-ci est plus belle que cette robe-là.

- Récapitulatif

- Le comparatif d'égalité
On le forme avec *as + adjectif + as* :
He is as tall as his friend. Il est aussi grand que son ami.
- Le superlatif
 - On le forme avec *the + adjectif court + -est* :
The biggest. Le plus grand.
 - On le forme avec *the + most + adjectif long* :
The most interesting. Le plus intéressant.

	Comparatif de supériorité	Comparatif d'égalité	Superlatif
Adjectifs courts	adj. + <i>-er</i> + <i>than</i>		<i>the + adj. + -est</i>
Adjectifs longs	<i>more + adj. + than</i>	<i>as + adj. + as</i>	<i>the + most + adj.</i>

► p.300

UP TO YOU!

★ 1. Make sentences using a comparative.

- A. Paul's hair is > Monique's. (*long*)
- B. She's > he is. (*auburn*)
- C. His complexion is > than Duncan's. (*bright*)
- D. Sophie looks > Alice. (*young*)
- E. Suzana seems > than Julia. (*intelligent*)

★★ 2. Rewrite the following sentences as shown in the example.

Peter is smaller than Paul. → Peter is not as tall as Paul.

- A. He's smaller than his dad. (*tall*)
- B. She's older than her best friend. (*young*)
- C. Helen is richer than Angie. (*poor*)
- D. Miranda's complexion is brighter than Tom's. (*dark*)
- E. Josephine is thinner than Emily. (*curvy*)

★ 3. Put the following sentences in the superlative. (*safe* → *the safest*)

- A. He is the (*good-looking*) man I have ever seen!
- B. Hollywood is the (*bad*) industry to work for when you are different.
- C. She is (*impressive*) woman I've ever met.
- D. One of (*disputable*) things in life is to believe in stereotypes.
- E. Taking care of your skin is the (*good*) thing you can do to your body.
- F. There is more to him than meets the eye. He is (*smart*) person I know.

★★ 4. Put the adjectives in the right order.

- A. She bought a ..., ... dress. (*red / beautiful*)
- B. A ..., ... couple wandered down the path. (*young / pretty*)
- C. The streets are packed with ..., ... Americans. (*silly / rich*)
- D. Last year, I met a ..., ..., ... girl. (*Scottish / impetuous / lovely*)
- E. In this U.S. College, I met many, ..., ..., ... students. (*determined / female / highly intelligent*)

★★★ 5. Make sentences as shown in the example.

She has blond hair. → She is blond-haired.

- A. It is a coat with blue stripes.
- B. It is a jumper with long sleeves.
- C. He has a red beard.
- D. She has a small nose.
- E. Charles has blue-eyes.

F. These people have red hair.

- G. His beard is cleanly cropped.
- H. These men have high shoulders.
- I. This man has long legs.
- J. These girls have blue dresses.

★★★ 6. Translate into English.

- A. Il est choquant que les roux soient toujours l'objet de brimades.
- B. Elle était très consciente de son apparence et cela la rendait très timide.
- C. Cette réalisatrice voudrait engager des acteurs handicapés pour son prochain film.
- D. *Black Panther* est un film aussi inclusif que *Crazy Rich Asians*.
- E. Le blanchiment de peau est une pratique très dangereuse.
- F. Les concours de beauté sont plus inclusifs aujourd'hui qu'ils ne l'étaient dans les années 1950.

7. Interactive Test! What is your score?



Quote challenge

- ★3 sentences
- ★★4 to 6 sentences
- ★★★7 sentences and +

Which quote best sums up what you have learnt?
Justify.

"People judge us by our appearance
and manners, and only few of them see our soul."

Lord Chesterfield (1694-1773)
British statesman, diplomat, writer

"It is time for parents to teach young people
early on that in diversity there is beauty
and there is strength."

Maya Angelou (1928-2014)
American poet, singer and Civil Rights activist

"There is room in this world for beauty to be diverse."

Lupita Nyong'o (1983-)
Kenyan actress

"If we had more of a spectrum of beauty you would
be able to hold your position and celebrate
who you are as you rightly should be able to and
we would be able to see all these different
body shapes, ages, and ethnicities."

Alexa Chung (1983-)
British Model

UNIT 22

Évaluation  **Compréhension de l'oral** "An unfair caste system"  MP3 N°126

Listen to the audio recording three times and recap what you have understood.

Expression écrite  **Choisissez l'un des deux sujets.**

Sujet 1 : Comment on the following quote by Dr Bhim Rao Ambedkar, the architect of the Constitution of India, and a founding father of the Republic of India: *"You cannot build anything on the foundation of caste. You cannot build up a nation. Anything you will build on the foundation of caste will crack and will never be a whole."*

Sujet 2 : Indian rappers, singers, musicians and artists have started campaigning against the caste system.
Do you think that they are fighting a losing battle?
Why (not)?

UNIT 23

Évaluation  **Compréhension de l'oral** "Is beauty globalised?"  MP3 N°127

Listen to the audio recording three times and recap what you have understood.

Expression écrite **Choisissez l'un des deux sujets.**

Sujet 1 : Do you think that our society is built on one single beauty standard?

Sujet 2 : What can the fashion industry do to be more inclusive and to encourage diversity?

AXE 7

Évaluation  **Compréhension de l'oral** "Affirmative action  MP3 N°128 to achieve equality"

Listen to the audio recording three times and recap what you have understood.

Expression écrite **Choisissez l'un des deux sujets.**

Sujet 1 : What is the difference between equal opportunity and affirmative action?

Sujet 2 : How can affirmative action lead to equal opportunities for everyone?

UNIT 22**Evaluation**  

The scene is set in India before its independence. Bakha, an attractive, proud, and strong young man, is also an Untouchable, the lowest of the low in India's caste system. A sweeper and a toilet-cleaner, he must warn others on the street of his status so that he will not pollute them with his presence. Bakha searches for a meaning to the tragic existence he has been born into...

The outcasts' colony was a group of mud-walled houses that clustered together in two rows, under the shadow both of the town and the cantonment, but outside their boundaries and separate from them.

- 5 There lived the scavengers, the leather-workers, the washermen, the barbers, the water-carriers, the grass-cutters, and other outcasts from Hindu society. A brook ran near the lane, once with crystal-clear water, now soiled by the dirt and filth of the public latrines
- 10 situated about it, the odor that hides in the skins of dead carcasses left to dry on the banks, the dung of the donkeys, sheep, horses, cows and buffaloes heaped up to be made into fuel cakes, and the biting, chocking, pungent fumes that oozed from its sides. The absence
- 15 of drainage system had, through the rains of various seasons, made of the quarter a marsh which gave out the most offensive stink. And altogether the ramparts of human and animal refuse that lay on the outskirt of this little colony, and the ugliness, the squalor, and the
- 20 misery which lay within it, made it an "uncongenial" place to live in.

At least so thought Bakka, a young man of eighteen, strong and able-bodied, the son of Lakha, the Jemadar of all the sweepers in the town and the cantonment, and officially in charge of the three rows of public latrines which lined the extremest end of the colony,

by the brook-side. But then he had been working in the barracks of a British regiment for some years on a sort of probation with a remote uncle and had
30 been caught by the glamour of the 'white man's' life. The Tommies had treated him as a human being and he had learnt to think of himself as superior to his fellow-outcasts. Otherwise, the rest of the outcasts, with the possible exception of Chota, the leather-worker's son, who oiled his hair profusely, and parted it like the Englishmen on one side, wore a pair of shorts at hockey and smoked cigarettes like them, and of Ram Charan, the washerman's son who aped Chota and Bakha in turn, were content with their lot.
35

Mulk Raj Anand, *Untouchable*, 1947

**Compréhension de l'écrit** 

- A. List all the elements that make Bakha's surroundings an "uncongenial" place to live in.
- B. Describe the "colony" in your own words.
- C. What made Bakha's situation better than that of his caste members?
- D. Explain the following sentences in your own words:
 - "He had been caught by the glamour of the 'white man's' life." (l. 30)
 - "He had learnt to think of himself as superior to his fellow-outcasts." (l. 32)
- E. Is the picture a good illustration of the text? Why (not)?

Expression écrite 

Choisissez l'un des deux sujets.

- Sujet 1 :** Why can caste discrimination against India's 'untouchables' be regarded as an international issue?
- Sujet 2 :** Bakha writes a letter to one relative to suggest that he/she should apply for a job at the British regiment.