

A2-B1⁺

ANGLAIS

Mon livre de 2^{de}

Nouveau
programme
2025

Axes et objets d'études en tableaux
Fiches de grammaire
Fiches méthodes
Activités et autoévaluations corrigées



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PARTIE 1 :
***Les axes culturels
et les objets d'étude***

AXE CULTUREL 1

*Représentation de soi
et rapport à autrui*

*Self-representation
and relationship with others*





A. Introduction

REPRÉSENTATION DE SOI ET RAPPORT À AUTRUI

La manière dont nous nous représentons et dont les autres nous perçoivent joue un rôle crucial dans notre identité et nos relations sociales. Dans un monde où l'apparence est souvent mise en avant, la question de ce que l'on choisit de montrer de soi et de la façon dont on est perçu par autrui est essentielle.

Ce rapport entre l'image de soi et le regard des autres reflète les normes sociales, mais aussi la possibilité de les contester. Ainsi, la représentation de soi devient un moyen d'affirmer son identité, de se démarquer des stéréotypes et de célébrer la diversité.

CONTEXT

In a world where appearance often **takes precedence**, the way we represent ourselves and the way others perceive us plays a pivotal role in **shaping** our identity and influencing our social interactions. The relationship between self-image and external perceptions reflects the complex dynamics of societal norms, personal expression, and the **ongoing** negotiation of individual and collective identities. Our physical appearance, personal style, and the image we project are all deeply **intertwined** with cultural norms and expectations, which can both **empower** and constrain us.

Self-representation is not merely about conforming to external beauty standards or adopting trends; it is also an act of **asserting** one's individuality, embracing personal freedom, and challenging the norms that define what is considered acceptable or beautiful. In this sense, how we choose to express ourselves—whether through fashion, body image, or other forms of cultural expression—becomes a powerful tool for self-affirmation and resistance.

At the same time, the way we are seen by others influences our sense of **belonging** and our interactions with society. Ultimately, the representation of oneself is a dynamic process that constantly evolves, shaped by both personal agency and the collective influence of the society around us.

takes precedence: prend

le pas

shaping: construction

ongoing: constant

intertwined: lié

empower: valoriser

asserting: affirmation

belonging: appartenance

LES ENJEUX DE L'AXE

- 1 *The impact of media and social media on self-esteem and body image.* L'impact des médias et des réseaux sociaux sur l'estime de soi et l'image corporelle.
- 2 *The conflict between individual freedom of expression and societal pressure to conform.* Le conflit entre la liberté d'expression individuelle et la pression sociale pour se conformer.
- 3 *The process of reclaiming cultural identity through style and appearance.* Le processus de réappropriation de l'identité culturelle à travers le style et l'apparence.



B. Le vocabulaire de l'axe culturel

1. IDENTITÉ | IDENTITY

- **Personal identity:** identité personnelle
- **Self-esteem:** estime de soi
- **Self-expression:** expression de soi
- **Self-image:** image de soi
- **Self-representation:** représentation de soi
- **To affirm one's identity:** affirmer son identité
- **To define oneself:** se définir
- **To shape one's identity:** façonner son identité

2. NORMES | NORMS

- **Beauty standards:** normes de beauté
- **Conformity:** conformité
- **Cultural norms:** normes culturelles
- **Defiance:** défi
- **Social norms:** normes sociales
- **Stereotypes:** stéréotypes
- **To challenge norms:** contester les normes
- **To conform:** se conformer
- **To protest:** protester
- **To question:** remettre en question
- **To rebel:** se rebeller
- **To reject:** rejeter
- **To resist pressure:** résister à la pression

3. EXPRESSION PERSONNELLE | PERSONAL EXPRESSION

- **Empowerment:** autonomisation
- **Freedom of expression:** liberté d'expression
- **Personal style:** style personnel
- **To assert oneself:** s'affirmer
- **To express one's individuality:** exprimer son individualité
- **To express oneself:** s'exprimer

4. APPARENCE | APPEARANCE

- **Body image:** image corporelle
- **Fashion trends:** tendances de la mode
- **Hairstyle:** coiffure
- **Physical appearance:** apparence physique
- **To change one's appearance:** changer son apparence
- **To present oneself:** se présenter

5. DIVERSITÉ | DIVERSITY

- **Acceptance of differences:** acceptation des différences
- **Inclusive:** inclusif
- **Multicultural society:** société multiculturelle
- **To integrate:** intégrer
- **To promote diversity:** promouvoir la diversité
- **Tolerance:** tolérance

6. MÉDIAS | MEDIA

- **Advertising:** publicité
- **Influencers:** influenceurs
- **Mass media:** médias de masse
- **Social media:** réseaux sociaux
- **To advertise:** faire de la publicité
- **To influence:** influencer
- **To manipulate:** manipuler
- **To portray:** dépeindre
- **To represent:** représenter



C. Exercices

Voir corrigés p. 250

1. Complétez les phrases avec certains des mots suivants.

self-representation, cultural identity, conform, freedom of choice, rebellion, empowerment, social norms, equality.

- a. It is important to maintain a healthy to feel confident and comfortable in your own skin.
- b. People often feel the need to to fit in with their peers, even if it contradicts their personal values.
- c. refers to the right to make decisions about your life without being controlled by others.
- d. In many societies, determine what is considered "normal" behaviour, but it can change over time.
- e. The act of involves displaying your individuality through art, style, or other forms of self-expression.
- f. can be a form of protest when individuals refuse to follow established rules.

2. Traduisez les phrases suivantes.

- a. L'estime de soi est essentielle pour affirmer son identité personnelle.

.....

- b. Les normes sociales influencent notre manière de nous habiller et de nous exprimer.

.....

- c. Il est important de célébrer la diversité dans une société multiculturelle.

.....

- d. Ils ont décidé de se rebeller contre les conventions imposées par la société.

.....

- e. La liberté d'expression est un droit fondamental dans de nombreuses démocraties.

.....

- f. Les médias influencent notre perception de la beauté et de l'image corporelle.

.....

Objet d'étude 1

Les normes en question : conformité, contestation, réappropriation

A. Je découvre

Norms: social rules, behaviours, or expectations that are considered acceptable in a society or group.

Social norms	Cultural norms	Aesthetic norms
Unwritten rules or expectations governing behaviour within a society or group. These norms can vary by region, social setting, and community.	More deeply rooted in the traditions, values, and practices of a specific cultural or ethnic group.	Shared standards and expectations within a society or culture regarding what is considered beautiful, visually pleasing, or artistically acceptable. These norms influence art, design, fashion, architecture, and even individual appearance.

Conformity	Contestation	Reappropriation
Adhere to social expectations Respect beauty standards Pressure to conform Peer pressure	Challenge rules Question norms Civil disobedience, activism, protest	Reclaim, control and redefine norms Reflect personal identities and values Cultural, linguistic, artistic reappropriation

+	-	+	-	+	-
Stability, cooperation, peace, social order	Loss of individuality, discrimination, resistance	Social and political change, reforms, inclusion	Conflict, division	Empowerment, identity affirmation, stronger sense of identity	Controversy, resistance, tension

Impact: shape individual and collective identities, influence broader societal changes, offering new ways of understanding freedom, democracy, and self-expression.



Autoévaluation

Voir corrigé p. 250

Définissez les termes suivants.

/3

- Social norms :
- Conformity :
- Contestation :



B. J'approfondis

1. Clés de compréhension

In every society, norms **shape** the way individuals **behave**, think, and express themselves. These norms (cultural, social, or aesthetic) define what is considered acceptable, beautiful, or appropriate.

However, norms are not static; they evolve and are constantly **challenged**. The concept of conformity reflects how individuals often adhere to societal **expectations**, yet there is also a powerful force of contestation, where people and groups question and reject these norms. In recent years, many have engaged in a process of reappropriation, reclaiming or redefining norms to better reflect personal identities and values. Through movements and the voices of influential figures, such as Angela Davis, Maya Angelou, or Chimamanda Ngozi Adichie, norms related to beauty, race, and culture are being challenged and transformed. This dynamic process of conformity, contestation, and reappropriation shapes individual and collective identities but also influences **broaden** societal changes, offering new ways of understanding freedom, democracy, and self-expression.

Shape: former

Behave:
se comporter

Challenged:
contesté

Expectations:
attentes

Broaden: plus large



Autoévaluation

Voir corrigé p. 250

Expliquez les points suivants.

/4

- How to contest norms:
- How to reclaim one's identity:

2. Illustrations

Social norms	Queueing: in many countries, such as the UK and the US, it is considered a social norm to form a line when waiting for something, whether it is at a store, bus stop, or airport.
Cultural norms	Marriage practices: in many Western societies , romantic love is seen as the primary basis for marriage, and dating is an accepted norm for choosing a life partner. In arranged marriages (in South Asia , the Middle East , and East Asia), family approval and social status often play a larger role in the selection of a spouse.
Aesthetic norms	Skin tan: in countries like India, China, and South Korea, a fair skin is considered attractive and desirable. In the US and parts of Europe, a sun-kissed tan is often associated with health, vitality, and luxury.

Queueing:
faire la queue

To date: fréquenter

Approval:
approbation

Skin tan: bronzage

Sun-kissed: éclatant



Autoévaluation

Voir corrigé p. 250

Illustrez les points suivants à l'aide d'un exemple.

/3

- One social norm :
- One cultural norm:
- One aesthetic norm:

3. Focus: Afro hair

Norms: traditional beauty standards

For a long time, straight hair was considered the **standard of beauty**. In many Western cultures, **Afro-textured hair** was seen as “unprofessional” or “unfashionable.”

Contestation: rejecting norms

In the 1960s and 1970s, during the **Civil Rights Movement**, many Black people began rejecting these standards. They embraced their **natural hair** and **African-inspired fashion** as symbols of pride and resistance.

Reappropriation: reclaiming identity and pride

Today, **Afro hairstyles** and **fashion** are celebrated as symbols of **empowerment, identity** and pride, worn by celebrities like Angela Davis, **Solange Knowles** and **Lupita Nyong'o**.

» Examples

- **Angela Davis**: her Afro hairstyle became a political symbol during the Civil Rights Movement, rejecting Eurocentric beauty standards and celebrating Black pride.
- **Solange Knowles**: American singer, songwriter, actress, and activist. Her song “Don’t Touch My Hair” is a celebration of Black identity and a protest against the objectification of Black hair. Solange uses her platform to emphasize that hair is deeply personal and cultural.
- **Lupita Nyong'o** is a Kenyan-Mexican actress, author, and activist who has become a global icon for her immense talent, grace, and advocacy for diversity. Lupita is a vocal advocate for natural hair and African beauty.



Autoévaluation

Voir corrigé p. 251

Répondez à la question suivante.

/4

How did Afro people reject norms and assert their identity? Mention at least 2 elements and 2 examples.

- Element 1:
- Element 2:
- Example 1:
- Example 2:



C. Je retiens

Les idées clés

- ★ Les normes sociales, culturelles et **esthétiques façonnent** le comportement, la pensée et l'expression des individus.
- ★ Les normes **évoluent** et peuvent **être remises en question**.
- ★ La conformité reflète l'**adhésion** des individus aux attentes sociétales.
- ★ La contestation permet de questionner et de **repousser** les normes établies.
- ★ La réappropriation consiste à redéfinir les normes pour refléter les identités et valeurs personnelles.
- ★ Des figures **influentes** comme Angela Davis et Chimamanda Ngozi Adichie **participent à** la transformation des normes liées à la beauté, à la race et à la culture.
- ★ Le processus de conformité, contestation et réappropriation façonne les identités et influence les changements sociétaux.
- ★ Ce dynamisme offre de nouvelles perspectives sur la liberté, la démocratie et l'expression de soi. Il redéfinit la liberté en permettant aux individus de **s'affranchir des injonctions** limitantes, et il **renforce** la démocratie en donnant voix à une pluralité d'identités et d'expériences qui **enrichissent** les débats publics. En **valorisant** l'authenticité et la diversité, ce **processus** façonne un monde plus **inclusif** et ouvert à l'innovation sociale et culturelle.

Esthétique : aesthetic

Façonner : to shape

Évoluer : to evolve

Remettre en question : to question

Adhésion à : compliance with

Repousser : to push back

Influent : influential

Participer à : to contribute to

S'affranchir des injonctions : to break free from limiting demands

Renforcer : to reinforce = strengthen

Enrichir : to enrich

Valoriser : to value

Processus : process

Inclusif : inclusive

Les mots clés

- **Advocacy**: plaidoyer
- **Beauty standards**: normes de beauté
- **Cultural norms**: normes culturelles
- **Defiance**: défi
- **Expectation**: attente
- **Freedom**: liberté
- **Individuality**: individualité
- **Powerful**: puissant
- **To adapt**: s'adapter
- **To behave**: se comporter
- **To break**: briser
- **To challenge**: contester
- **To conform**: se conformer
- **To defy**: défier
- **To disrupt**: perturber
- **To question**: remettre en question
- **To reflect**: refléter
- **To reject**: rejeter
- **To resist**: résister
- **To shape**: former
- **To stifle**: étouffer

Culture

The Crown Act: this U.S. law, first introduced in California in 2019 and passed in 25 states, protects against discrimination based on natural Black hair, addressing the systemic policing of Afro and dreadlock hairstyles.



D. Je m'exprime

Focus expressions

- **Façonner la manière dont** : to shape the way
- **Règles tacites qui guident les attentes sociétales** : unspoken rules that guide societal expectations
- **Se conformer aux normes pour éviter le jugement ou l'exclusion** : to conform to norms to avoid judgment or exclusion
- **Remettre en question les normes permet de** : challenging norms allows us to
- **Se conformer aux idéaux traditionnels de beauté peut être** : conforming to traditional beauty ideals can be
- **Cela implique de redéfinir** : it involves redefining
- **Ouvrir la voie au changement social** : to pave the way for social change



Autoévaluation

Voir corrigé p. 251

1. Traduisez les phrases suivantes.

/3

- a. Les normes sociales façonnent la manière dont les individus se comportent.

.....

- b. Remettre en question les normes permet de questionner des stéréotypes dépassés.

.....

- c. Des figures influentes défient les normes, ouvrant la voie au changement social.

.....

2. Faites une phrase à l'aide de chaque liste de mots.

/2

- a. Non-conformity, act, resistance, self-expression

.....

- b. Norms, evolve, new opportunities, freedom, self-expression

.....

Focus grammaire : exprimer des règles

- **Obligation** : *must, have to, need to, should*
 >> Ex. : *You have to respect the rules.*
- **Interdiction** : *must not (mustn't), cannot (can't)*
 >> Ex. : *You can't wear long hair.*
- **Permission** : *may, can, could*
 >> Ex. : *Pupils may wear what they want.*
- **Absence d'obligation** : *don't have to, don't need to, needn't*
 >> Ex. : *Pupils needn't wear a uniform.*



Autoévaluation

Voir corrigé p. 251

Traduisez les phrases suivantes.

/3

- a. Les individus doivent respecter certaines normes sociales pour s'intégrer.

.....

- b. Les individus peuvent redéfinir les normes pour refléter leurs propres valeurs.

.....

- c. Les normes toxiques ne doivent plus être tolérées.

.....

Identité mouvante : la revendication d'identités multiples

A. Je découvre

Shifting identity: embracing multiple identities.

A person's identity is **not fixed**, but rather **can change over time**.

Identity in transition	Cultural and social identity	Claimed/constructed identity
Internal changes related to age, life experiences, or personal choices.	Mixing of identities due to a social, geographic, or cultural context. Hybrid identities.	Conscious choice to define or affirm one's identity (or identities).



• Grow up: from childhood to adulthood. • Redefine oneself after a major life event (illness, success, a breakup...). • Explore or discover one's gender identity or sexual orientation.	• Migration or exile: navigate between two cultures. • Being bicultural or multicultural. • Adjust to a new social class, environment, or community.	• Identify with an activist or minority group (LGBTQ+, feminist, Indigenous...). • Reject imposed labels and embracing a non-binary identity. • Use social media to shape and present multiple versions of oneself.
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+	-	+	-	+	-
Self-awareness, maturity, resilience, self-confidence, sense of individuality, responsibilities	Uncertainty, identity crisis, loneliness, internal conflict	• Richer worldview • Empathy, cross-cultural communication skills • Code-switching • Stronger sense of belonging	Feel caught between cultures, loss of roots Discrimination Pressure to conform	Self-expression, sense of community, visibility, diversity	Face judgment, backlash, conflict, rejection



Autoévaluation

Voir corrigé p. 251

Répondez à la question suivante.

/2

How can embracing multiple identities impact a person's sense of self and social relationships, both positively and negatively?

.....

.....



B. J'approfondis

1. Clés de compréhension

In today's globalised and interconnected world, identity is no longer fixed or defined by one single category. Instead, many people develop what we call **shifting** or fluid identities—a mix of cultural, personal, national, gendered, or social influences that evolve over time.

Some individuals may feel that they **belong** to more than one culture, speak multiple languages, or identify with different communities depending on where they are, who they are with, or how they feel. This is known as embracing multiple identities.

These identities can be shaped by:

- Cultural background
- Family heritage
- Language(s) spoken
- Gender or sexual identity
- Religion or beliefs
- Life experiences

Rather than choosing only one **label**, many people today choose to accept and celebrate their complex identities. The use of masks, costumes, **disguises**, and photography allows us to explore different identities.

However, the act of shifting identity does not completely erase the core of who we are; it adds **layers**, complexity, and the possibility of self-discovery. Shifting identity can also come with challenges—such as feeling “in between”, being misunderstood, or facing pressure to “**pick a side**”.

Shifting:
mouvant

Belong:
appartenir

Label: étiquette
Disguises:
déguisements

Layers: couches
Pick a side:
choisir un camp



Autoévaluation

Voir corrigé p. 251

Répondez à la question suivante.

/2

What is a shifting identity and what contributes to it?

.....

.....

2. Illustrations

People can express their multiple identities through language, art, and personal stories.

The use of language

People use language to communicate their cultural, social, and personal identities, and can shift or **blend** languages to reflect their multicultural or multilingual selves. Many people who speak multiple languages may use one language in a home context and another in the workplace or public life. People often express aspects of their identity by using specific dialects or **slang** that are part of their cultural group or social circle.

Blend: mélanger

Slang: argot

The use of art

Whether through visual art, music, dance, or performance, art allows people to communicate complex facets of self. Beyoncé incorporates themes of Black identity, feminism, and **empowerment** in her music, most notably in the album *Lemonade*, which blends personal and cultural narratives.

Empowerment:
émancipation

Personal stories

Writers who share their life stories often reveal how their multiple identities have **shaped** their experiences.

Maya Angelou's autobiography, *"I Know Why the Caged Bird Sings"*, shares her experiences of growing up as a Black woman in the South, blending themes of race, sexuality, and identity in the context of the historical challenges faced by Black Americans.

Shape: façonner



Autoévaluation

Voir corrigé p. 251

Faites ce quiz.

/5

1. How can multilingual people reflect their identities through language?

- a. By refusing to speak their native language
- b. By using different languages in different contexts
- c. By learning only formal English

2. What themes does Beyoncé explore in her album *Lemonade*?

- a. Global warming and technology
- b. Sports and fashion
- c. Black identity, feminism, and empowerment

3. In her autobiography, what aspects of identity does Maya Angelou explore?

- a. Being a Black woman growing up in the American South
- b. Being a writer in France
- c. Life as a Hollywood actress

3. Focus: Cindy Sherman and shifting identity

Cindy Sherman is an American photographer and artist best known for using herself as a model in elaborately staged photographs. She transforms her appearance using costumes, makeup, wigs, and props to embody different characters—from housewives to film stars to clowns to historical figures.

Her objective	Artistic tools	Shifting identity
She uses her body to question how identity, especially female identity, is shaped by society, media, and culture. She shows that identity is not something fixed—it can be acted, staged, masked, and reinvented.	Costume, makeup, disguise, role play photography	Transforming external appearance = shifting external identity, embodying different social roles and expectations.
		Each photo is a constructed identity.



Autoévaluation

Voir corrigé p. 251

Répondez à la question suivante.

/2

How does Cindy Sherman transform her identity?

.....

.....

.....



C. Je retiens

Les idées clés

■ Définition

L'identité n'est pas **figée**, elle peut **évoluer**, se transformer ou être **revendiquée** de différentes manières. On parle d'identité mouvante lorsqu'une personne change, **affiche** ou invente plusieurs facettes d'elle-même, en fonction des contextes sociaux, culturels ou personnels.

■ 3 types de changement d'identité

a. Adaptation de son langage, comportement, apparence pour s'intégrer dans un nouvel environnement (migration, travail)

+ Intégration sociale, meilleure communication

– Risque de perte partielle d'identité ou de conflit intérieur

b. Réinvention : nouveau style, nouvelle orientation professionnelle, changement de nom

+ Nouvelle liberté, sentiment de contrôle

– Rejet social, **incompréhension de l'entourage**

c. Multiplicité : une personne revendique plusieurs identités (culturelles, linguistiques, de genre...) à la fois

+ Enrichissement personnel, expression de soi

– Jugement, marginalisation, tensions sociales

■ Outils d'expression de l'identité mouvante

• Déguisement, masque, costume : explorer/cacher facettes.

• Photographie : jouer un rôle, revendiquer une image, transformer l'apparence, montrer différentes versions de soi.

• Changement de langage, accent, comportements, croyances.

• Transformation numérique : identité en ligne, avatars, profils.

• Les arts : revendiquer et vivre plusieurs identités en même temps, mieux se connaître et se comprendre, s'ouvrir aux autres.

Figée : fixed

Évoluer : evolve

Revendiquée :
claimed

Affiche : display

Incompréhension de l'entourage :
misunderstanding
from others

Les mots clés

• **Backlash**: tollé

• **Cross-cultural**: interculturel

• **Empowerment**: émancipation

• **Enrichment**: enrichissement

• **Misunderstood**: incompris

• **Multicultural**: multiculturel

• **Prejudice**: préjugé

• **Roots**: racines

• **Self-awareness**:

conscience de soi

• **Sense of belonging**:

sentiment d'appartenance

• **Switching**: transformation

• **To affirm = assert**:

affirmer

• **To blend**: mêler

• **To blur the line**:

estomper la distinction

• **To claim**: revendiquer

• **To embody**: incarner

• **To redefine**: redéfinir

• **To reject**: rejeter

• **To transition**: faire
une transition

Culture

Spanglish: mots anglais utilisés en espagnol ou mots espagnols intégrés dans des conversations en anglais.

• **Ex.** : *Let's go to the fiesta after work. ¿Tú sabes dónde está el charger de mi teléfono? (Do you know where my phone charger is?)*



D. Je m'exprime

Focus expressions

- Je m'identifie en tant que... *I identify as...*
- Je me sens partagé entre... *I feel torn between...*
- J'appartiens à... *I belong to...*
- Une partie de moi est... mais une autre partie... *One part of me is..., but another part...*
- Je me suis réinventé(e) à travers... *I reinvented myself through...*
- J'ai dû m'adapter pour... *I had to adapt in order to...*
- Mon identité s'est transformée après... *My identity changed after...*
- Ce changement m'a permis de... *This change allowed me to...*
- Je suis à la fois... et... *I am both... and...*
- Mon identité est un mélange de... *My identity is a mix of...*



Autoévaluation

Voir corrigé p. 252

1. Traduisez les phrases suivantes.

/2

- a. Je me sens partagé entre mon héritage culturel et l'influence de la société.

.....

- b. J'ai dû m'adapter pour m'intégrer dans un nouveau pays, tout en gardant mes traditions.

.....

2. Faites des phrases à partir des éléments donnés.

/2

- a. Identity, mix, family culture, personal experiences

- b. Learn, embrace, different, sides, myself

Focus grammaire : présent simple ou présent continu

Présent simple : utilisé pour des situations permanentes, des vérités générales ou des habitudes.

» Ex. : *I identify as...* (Mon identité stable)

Présent continu : utilisé pour des actions qui se déroulent actuellement ou des changements en cours.

» Ex. : *I am reinventing myself through...* (Changement en cours)



Autoévaluation

Voir corrigé p. 252

Utilisez le contexte pour choisir entre le présent simple et le présent continu.

/5

- a. My sense of identity (change) as I move through different life stages.
- b. I (belong) to a family that values both tradition and modernity.
- c. Right now, I (adjust) to a new cultural environment.
- d. As an adult, I (reflect) on my experiences more than when I was younger.
- e. I (try) to balance multiple aspects of my identity in my everyday life.

Objet d'étude 3

La construction des canons de beauté des préraphaélites aux *beauty pageants*

A. Je découvre

Beauty standards		
Social norms	Evolution of beauty standards	Factors influencing beauty standards
Socially constructed and widely accepted ideals of what is considered beautiful	Originally, beauty was often linked to status, health, or fertility. Shift in beauty ideals: plump, slim, thin, muscular... Body Positivity Movement: promote acceptance of all body types, skin tones, and physical features.	Media, TikTok, Youtube, advertising, celebrities, fashion icons, cultural differences

Impacts of beauty standards					
Social and psychological impacts		Gender and social norms		Health and wellness impacts	
+	-	+	-	+	-
Feel confident by conforming to standards, sense of belonging	Pressure to conform, lower self-esteem, body dissatisfaction, mental health problems Rejection of other body types and ethnicities	Greater diversity in norms Source of artistic inspiration	Perpetuate stereotypes and exclusion, reinforce narrow gender roles Homogenisation	Adopt healthy habits	Unhealthy behaviours, such as extreme dieting, plastic surgery, or excessive exercise, sometimes with dangerous health consequences



Autoévaluation

Voir corrigé p. 252

Définissez les termes suivants.

/3

- Beauty standards:
- Homogenisation:
- Body dissatisfaction:



B. J'approfondis

1. Clés de compréhension

Beauty has always been shaped by art, culture, and society. What is considered beautiful changes over time. In the 19th century, the Pre-Raphaelite painters created a specific idea of beauty. They often painted women with pale skin, long wavy hair, big eyes, and a soft, dreamy look. These women were seen as both pure and mysterious, but their beauty was still tied to their appearance.

In the 20th and 21st centuries, beauty standards changed with the rise of **beauty pageants** like Miss Universe and Miss World. These **contests** often celebrated women with **slim** bodies, **smooth** skin, and perfect teeth. Although beauty pageants say they value intelligence and personality, they still focus a lot on physical looks. This has influenced how people around the world think of beauty, often promoting a narrow, Western idea of what is beautiful.

Beauty standards are not just about looks. They reflect social ideas, gender roles, and even racial and economic ideas. These standards have changed over time, from the curves celebrated in Renaissance art to the slim figures seen in the 1990s to today's Instagram-inspired beauty. But the pressure to meet these standards is still strong.

Today, many people are working to change these old ideas. Body positivity and inclusivity are becoming more important, with more people promoting a wider definition of beauty. Still, the old ideals from the Pre-Raphaelite paintings to beauty pageants continue to shape how we see beauty.

Beauty pageants:
concours
de beauté

Contests:
concours

Slim: mince

Smooth: lisse



Autoévaluation

Voir corrigé p. 252

Expliquez les points suivants.

/3

a. How did Pre-Raphaelite painters portray the ideal body?

.....

b. What are beauty pageants' expectations in terms of body beauty?

.....

c. What is changing nowadays in terms of beauty standards?

.....

2. Illustrations

Beauty pageants	Competition that usually involves young women who are judged based on their physical appearance, talent, personality, and answers to interview questions.
Beauty positivity	It encourages people to accept themselves and others without judgment or shame , celebrating a wide range of body types, skin colours, ages, abilities, and identities. It questions the narrow definition of beauty that often focuses on unrealistic or unattainable body types.

Involve: impliquer

Shame: honte

wide range: large
gamme

Narrow: étroit

Fenty Beauty

Cosmetics brand founded by Rihanna, launched on September 8, 2017. The brand quickly **gained acclaim** for its commitment to inclusivity, offering a wide range of **shades** to **cater** to all skin tones.

Gain acclaim:
être encensé

Shades: teintes

Cater: répondre
aux besoins



Autoévaluation

Voir corrigé p. 252

Répondez à ce quiz.

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1. What is a beauty pageant?

- a. A competition involving young women judged on their physical appearance, talent, personality, and interview answers
- b. A competition where participants only showcase their talent
- c. A contest to find the best beauty products

2. Which of the following best describes beauty positivity?

- a. A movement that encourages judging others based on their appearance
- b. A movement that celebrates a wide range of body types, skin colours, ages, abilities, and identities, and questions unrealistic beauty standards
- c. A trend that focuses on promoting a narrow definition of beauty

3. Fenty Beauty, founded by Rihanna, is known for:

- a. Offering a limited selection of beauty products
- b. Gaining acclaim for its inclusivity and offering a wide range of shades for all skin tones
- c. Only focusing on beauty products for fair skin tones

4. What does the term “wide range” refer to in the context of Fenty Beauty?

- a. A limited selection of products
- b. A large selection of shades for different skin tones
- c. A narrow definition of beauty standards

5. What is the meaning of “shame” in the context of beauty positivity?

- a. The feeling of pride
- b. The feeling of guilt or embarrassment about one’s appearance
- c. The feeling of acceptance and confidence in one’s body

6. “Cater” in the sentence “The brand offers a wide range of shades to cater to all skin tones” means:

- a. Ignore
- b. Compete with
- c. Respond to the needs of

7. What does the term “narrow” imply when talking about beauty standards?

- a. Limited and exclusive
- b. Broad and inclusive
- c. A variety of choices available

3. Focus: the National Organization for Women (NOW)

Key information	Goals and mission	Major actions and achievements
The largest feminist organisation in the United States • Founded: 1966 • Founders: Betty Friedan and 27 other women • Headquarters: Washington, D.C., USA • Motto: <i>“Taking action for women’s equality since 1966”</i>	Promote equal rights for women and girls in all aspects of life. Fight: • Gender discrimination • Violence against women • Sexual harassment • Unequal pay • Reproductive rights violations • LGBTQIA+ inequality • Racism and economic injustice	• Helped push for the Equal Rights Amendment (ERA) • Supported the Roe v. Wade decision (1973) that legalised abortion in the U.S. • Advocated for Title IX (1972), ensuring equal access to education and sports for women • Fought workplace discrimination and the gender pay gap • Organised marches, protests, and legal challenges in favour of women’s rights
The National Organization for Women (NOW) and beauty standards The National Organization for Women (NOW) has long challenged traditional beauty standards, viewing them as a tool of social control over women. They help maintain gender roles and reinforce patriarchy. NOW encourages women to value themselves beyond appearance, express beauty on their own terms, and celebrate their identity, culture, and uniqueness. They urge to focus on more important goals like education, leadership, independence, and equality.		



Autoévaluation

Voir corrigé p. 253

Identifiez les éléments suivants.

/6

- The origin of the movement:
- The goals of NOW:
- Their ways of action:
- Their denunciations:
- Their impacts:
- Their claims:



C. Je retiens

Les idées clés

Les standards de beauté sont des règles implicites qui définissent ce qu'une société considère comme « beau ».

Ils changent selon les cultures, les époques et les influences médiatiques. Les médias et les réseaux sociaux **diffusent** des images idéalisées et souvent **retouchées**. Ils imposent des modèles souvent inaccessibles.

■ Impacts négatifs

- ★ Manque de confiance en soi.
- ★ Moins d'expression individuelle.

★ Troubles alimentaires

- ★ Conformisme, rejet de sa singularité.
- ★ Pression sur les femmes à rester jeunes et minces.
- ★ Pression sur les hommes à être **musclés**, **virils**.

★ Renforcement des stéréotypes de genre (féminité, virilité).

■ Impacts positifs possibles

- ★ **Affirmation de soi** par l'esthétique choisie.
- ★ Sentiment d'appartenance à une communauté.
- ★ Confiance en soi quand les standards sont vécus librement.

■ Des mouvements qui changent les normes

- ★ Body positivity : valorise tous les corps.
- ★ Diversité dans la mode : différentes **morphologies**, ethnies, handicaps, âges.
- ★ Revendication de la beauté réelle : sans filtre, sans retouche.

■ Vers une beauté plus libre

- ★ Un outil d'expression personnelle.
- ★ Refléter son identité culturelle, **engagement**, valeurs.

Diffusent : spread

Retouchées :
airbrushed

Troubles alimentaires :
eating disorders

Musclés : muscular

Virils : virile

Renforcement :
reinforcement

Affirmation de soi :
self-assertion

Morphologies : shapes

Engagement :
commitment

Les mots clés

- **Beauty pageant**: concours de beauté
- **Catwalk show**: défilé de mode
- **Confident**: confiant
- **Cosmetic surgery**: chirurgie esthétique
- **Expectations**: attentes
- **Makeup**: maquillage
- **Model**: mannequin
- **Physical appearance**: apparence physique
- **Portrayal**: représentation
- **Pressure**: pression
- **Self-censorship**: auto-censure
- **Shape**: forme/façonner
- **Skin tone**: teinte de peau
- **To enhance**: améliorer
- **To gain traction**: gagner du terrain
- **To showcase**: présenter
- **Trend**: tendance
- **Unhealthy**: malsain, mauvais
- **Weight loss**: perte de poids
- **Well-being**: bien-être

Culture

Civil Rights Act (1964): it protects people from discrimination based on race, colour, religion, sex (gender), national origin, in the workplace, in schools, public places and in government programmes.



D. Je m'exprime

Focus expressions

- **Pour moi, la beauté ne devrait pas être définie par...** : For me, beauty shouldn't be defined by...
- **Dans les médias, on voit surtout...** : In the media, we mostly see...
- **Il est important de remettre en question...** : It is important to question...
- **Ces standards peuvent exclure les personnes qui ne rentrent pas dans la norme.** : These standards can exclude people who don't fit the norm.
- **Beaucoup de jeunes se sentent...** : Many young people feel like they...
- **Ce phénomène a un réel impact sur...** : This phenomenon has a real impact on...
- **Ce qui est considéré comme beau...** : What is considered beautiful...



Autoévaluation

Voir corrigé p. 253

Traduisez les phrases suivantes.

/3

- Dans les médias, on voit surtout des corps minces, jeunes et blancs.
.....
- Beaucoup de jeunes se sentent mal dans leur peau à cause de ces images.
.....
- Ce qui est considéré comme beau aujourd'hui ne l'était pas forcément il y a 50 ans.
.....

Focus grammaire : le present perfect simple

have/has + participe passé (participe passé = -ed pour les verbes réguliers/3^e colonne des verbes irréguliers)

Parler d'une action passée qui a un lien avec le présent.

» Ex. : *The fashion industry has started to include more diverse models.*

Décrire une évolution ou des changements jusqu'à maintenant.

» Ex. : *Beauty standards have changed a lot in the past decades.*



Autoévaluation

Voir corrigé p. 253

Remplissez les phrases avec have/has + participe passé du verbe entre parenthèses.

/5

- Beauty ideals (evolve) over the last decades.
- The fashion industry (start) to include more body types.
- Many teenagers (feel) insecure because of social media.
- Some brands (promote) a more inclusive vision of beauty.
- The media (play) a big role in shaping beauty standards.

Objet d'étude 4

La mode comme outil de revendication et témoignage d'une époque

A. Je découvre

Clothing styles and their functions

Identity and empowerment	Protest and resistance	Values and activism
Clothes as a way to assert individual or group identity	Challenging norms through dress to express disagreement or fight oppression	Using dress to express commitment to a cause or belief

- Civil Rights Movement: Afro hairstyles, traditional African garments to show Black pride.
- LGBTQ+ Community: fluid fashion, drag culture, pride colours to affirm identity and visibility.
- Youth subcultures: punk, goth, hip-hop styles reflect belonging and rebellion

- 1970s Feminism: rejecting bras, high heels; promoting androgynous clothing.
- School dress code protests: students wearing "banned" clothing to denounce sexist or racist policies.
- Protests (Black Lives Matter): wearing slogans, symbolic items (hoodies after Trayvon Martin)

- Environmental activism: sustainable fashion, second-hand or recycled clothes, "slow fashion" choices.
- Anti-capitalism movements: minimalist clothing, rejection of logos and fast fashion.
- Religious or cultural assertion: reclaiming traditional attire in secular societies

Affirm one's identity or heritage	Growing acceptance of multiple identities	Highlight discrimination based on gender, race, or culture. Grab media attention and help spread the protest's message.	Adapt rules to reflect greater diversity and inclusion	Express values	Build a sense of unity among activists
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Autoévaluation

Voir corrigé p. 253

Mentionnez en anglais 2 exemples de style vestimentaire portant un message.

/2



B. J'approfondis

1. Clés de compréhension

How clothing styles reflect and support social change and protest movements

Clothing is much more than just a way to cover our bodies—it's a powerful form of self-expression. Over time, dress codes have reflected and even helped shape major social transformations and protest movements. As society evolves, so do the ways people choose to present themselves, and these changes often challenge traditional norms.

For example, during the civil rights movement, African American activists adopted styles like natural Afro hairstyles and traditional African **garments** to express **pride** in their identity and reject Eurocentric beauty standards. This was not just about fashion—it was a statement of **empowerment** and resistance.

In the 1970s feminist movement, many women rejected restrictive clothing such as **bras** and **high heels**, promoting more comfortable and gender-neutral styles to assert their freedom and challenge sexist **expectations**.

More recently, the LGBTQ+ community has used fashion to explore and affirm gender identity and sexuality, breaking conventional gender norms through clothing. Similarly, climate activists often embrace second-hand, recycled, or minimalist clothing styles to reflect their values and protest overconsumption.

Even school dress codes have become a site of debate, as students challenge rules they see as sexist, racist, or **outdated**, **arguing** for more inclusive and respectful policies.

In short, what we wear is never neutral—dress codes can both **enforce** norms and serve as **tools** for social critique, **awareness**, and transformation. They evolve with society, echoing the values, **struggles**, and victories of each generation.

Garments:
vêtements

Pride: fierté

Empowerment:
émancipation

Bras: soutiens-
gorge

High heels:
talons hauts

Expectations:
attentes

Outdated:
démodé

Arguing:
réclamant

Enforce: mettre
en place

Tools: outils

Awareness: prise
de conscience

Struggles: luttes



Autoévaluation

Voir corrigé p. 253

Expliquez les points suivants.

/4

- a. How can clothes be a form of self-expression?

.....

- b. Give 2 historical examples of clothing in protest movements.

.....

- c. How do climate activists use clothing?

.....

- d. What do students complain about concerning clothes?

.....

2. Illustrations

Gothic style	It emerged from the goth subculture in the late 1970s and early 1980s. Colours: mostly black, with occasional use of deep purples, reds, or silver. Clothing: long flowing coats, corsets, lace, fishnet stockings, Victorian or medieval-inspired pieces, and leather. Accessories: spikes, chokers, dark or antique jewelry, crucifixes, and sometimes occult symbols. Meaning: symbol of nonconformity and artistic identity, individual expression, melancholy beauty; reflects themes like romanticism, mystery, death, or the supernatural.
Hippie style	Emerged in the 1960s and 1970s, primarily in the United States, and became a global symbol of counterculture. Style: colourful, relaxed, expressive, embracing natural fabrics and bohemian influences. • Flowy garments: maxi skirts, bell-bottom pants, peasant blouses, and kaftans. • Fringe jackets, suede vests, and ethnic patterns (from Native American, Indian, or African textiles). • Accessories: round sunglasses, flower crowns, beads, peace symbols, and handmade jewelry. • Barefoot walking or sandals, reflecting a connection to the Earth. • Long hair both for men and women as a rejection of societal grooming standards. Objectives: a visual protest and a lifestyle; opposition to war, especially the Vietnam War, materialism and consumer culture, rigid gender roles and conservative societal expectations. It promoted peace and non-violence, love and unity, environmental consciousness, spirituality, freedom, anti-establishment views, more authentic, connected way of living.

Lace: dentelle

Fishnet stockings:
bas résille

Leather: cuir

Chokers: colliers
ras du cou

Bell-bottom pants, peasant blouses, and kaftans:
pantalons pattes d'éléphant,
blouses paysannes,
tuniques

Fringe jackets:
vestes à franges

Suede: en daim

Barefoot: pieds nus



Autoévaluation

Voir corrigé p. 254

Illustrez les points suivants.

/8

- a. Pick up 3 characteristics of the gothic and hippie styles.

/6

Gothic style	Hippie style

- b. Identify 1 common point and 1 difference between the two styles.

/2

.....

.....

3. Focus: Punk Fashion in the UK – a rebellion in style

Fashion became one of punk’s most powerful tools of expression.

Context	Characteristics of punk fashion
In the late 1970s, the United Kingdom was facing a period of deep economic decline, high unemployment rates, and political instability. This environment of disillusionment and anger gave rise to the punk movement, a cultural rebellion led by disaffected youth who felt alienated from the traditional values of British society.	Punk fashion was deliberately provocative and anti-establishment. Influenced by the DIY (do-it-yourself) ethos, punks would wear ripped (déchirés) clothes held together with safety pins, leather jackets, tartan patterns, spiked hair, and bold makeup—often mixing traditionally masculine and feminine elements. These looks challenged the norms of beauty and gender, while also rejecting consumerism by recycling old or second-hand items into fashion statements.
Iconic figures	Interpretation and impact of punk fashion
Designers like Vivienne Westwood and Malcolm McLaren played a central role in shaping punk aesthetics. Westwood’s boutique in London, “SEX,” sold politically charged clothing featuring slogans, bondage-inspired designs*, and controversial imagery. The punk band The Sex Pistols, managed by McLaren, became icons of this movement, using both music and fashion to confront the monarchy, capitalism, and the status quo.	Punk fashion was much more than a trend—it was a visual form of resistance. It reflected the anger, frustration, and alienation of a generation facing political and economic crisis. By using shocking and unconventional styles, punks rejected traditional norms and exposed the cracks in mainstream society. Decades later, punk fashion remains a powerful symbol of rebellion, creativity, and counterculture, influencing not only fashion, but also music, art, and social movements.

* Tenues utilisant des éléments comme des sangles, du cuir ou des harnais.

 Autoévaluation Voir corrigé p. 254

Répondez aux questions suivantes.

/4

- a. What social and economic conditions led to the rise of the punk movement in the UK?
.....
- b. How did punk fashion reflect the feelings of the youth at that time?
.....
- c. Name two key figures who influenced punk fashion.
.....
- d. What kind of clothing did punks typically wear?
.....



C. Je retiens

Les idées clés

La mode peut devenir un véritable langage pour **affirmer** son identité, résister à des normes imposées, exprimer ses valeurs ou des convictions, **témoigner** d'une **époque** ou d'un combat.

Les **mouvements vestimentaires** sont **porteurs** de **revendications** sociales, politiques ou identitaires :

- ★ **Une contestation de l'ordre établi** : le punk **rejette** l'autorité et le capitalisme ; les hippies **s'élèvent contre** la guerre et la **société de consommation** ; les gothiques **s'écarternt** des standards de beauté et de positivité imposés.
- ★ **Un moyen d'expression personnelle et collective** : la mode comme outil d'affirmation de soi ou d'appartenance.
- ★ **Un usage symbolique des vêtements** : le noir chez les gothiques = mélancolie ; les vêtements **amples** et **fleuris** chez les hippies = liberté ; le **cuir** et les chaînes chez les punks = provocation.
- ★ **Une rupture avec la mode commerciale** : rejet de la consommation de masse, appel à la créativité individuelle.
- ★ **Un reflet des tensions sociales de leur époque** : le punk et la crise économique des années 70 ; le hippie et les luttes pacifistes des années 60 ; le gothique et le désenchantement post-industriel des années 80.

Affirmer : to assert

Témoigner de : to bear witness to

Époque : era

Mouvements vestimentaires : clothing movements

Porteurs : carrying

Revendications : claims

Rejette : rejects

S'élèvent contre : oppose

Société de consommation : consumer society

S'écarternt de : distance themselves from

Ample : loose

Fleuris : floral

Cuir : leather

Les mots clés

- **Civil Rights Movement**: mouvement des droits civiques
- **Fashion show**: défilé de mode
- **Femininity**: féminité
- **Meaning**: sens
- **Means**: (un) moyen
- **Pride**: fierté/**proud**: fier
- **Protest**: contestation
- **Rejection**: rejet
- **Renewal**: renouveau
- **Social struggle**: lutte sociale
- **Subversive**: subversif
- **To assert oneself**: s'affirmer
- **To challenge**: contester
- **To claim**: revendiquer
- **To comply with**: se conformer à
- **To convey a message**: transmettre un message
- **To express values**: exprimer des valeurs
- **To get dressed**: s'habiller
- **To reject**: rejeter
- **To stand for**: représenter
- **To struggle**: lutter
- **Trend**: tendance

Culture

The **"Peace and Love" symbol** is most often represented by a **peace hand sign**. Originally a WWII "victory" symbol, it was adopted by the 1960s counterculture and anti-war movements to represent peace and love. It is also represented by a **peace symbol**: a circle with a vertical line and two downward-angled lines. Designed in 1958 for the British Campaign for Nuclear Disarmament (CND), it stands for **peace**, especially in anti-war and protest movements.



D. Je m'exprime

Focus expressions

- **La mode a toujours été un miroir des...** : Fashion has always been a mirror of...
- **La mode, loin d'être une simple question d'esthétique, devient un moyen de...** : Fashion, far from being merely about aesthetics, becomes a way to...
- **Ce phénomène vestimentaire incarne un véritable acte de...** : This fashion phenomenon embodies a true act of...
- **L'habillement devient un outil de...** : Clothing becomes a tool for...
- **À travers les tendances vestimentaires, on peut analyser...** : Through fashion trends, we can analyse...



Autoévaluation

Voir corrigé p. 254

1. Traduisez les phrases suivantes.

/2

- La mode a toujours été un miroir des tensions sociales, permettant aux individus de revendiquer des changements dans la société.
.....
- Les choix vestimentaires peuvent ainsi être perçus comme des déclarations politiques, affirmant une identité ou un engagement.
.....

2. Choisissez la fin de phrase la plus adaptée.

/3

- Behind every trend, there is often a
A) social protest B) style choice C) marketing strategy
- Clothing becomes a tool for
A) fitting in B) mass production C) personal expression
- Fashion, far from being merely about aesthetics, becomes a way to
A) create trends B) resist imposed norms C) look good

Focus grammaire : le prétérit simple

Utilisé pour parler d'actions ou d'événements qui se sont produits dans le passé, à un moment précis, et qui sont désormais terminés.

- **Forme affirmative : verbe + ED ou 2^e colonne des verbes irréguliers**
 >> Ex. : *In the 1960s, fashion became a true tool of protest.*
- **Forme interrogative : did + sujet + base verbale**
 >> Ex. : *Did the fashion industry change a lot in the 90s?*
- **Forme négative : did not/didn't + base verbale**
 >> Ex. : *She didn't follow the latest fashion trends last year.*



Autoévaluation

Voir corrigé p. 254

Complétez les phrases en mettant le verbe entre parenthèses au prétérit.

/4

- Last year, many fashion designers (create) sustainable collections.
- In the 1970s, people (buy) bell-bottom jeans and colourful clothes.
- He (not like) the new collection of jackets this season.
- (many teenagers/ wear) oversized clothes in the 1990s?