

3 In Nelson Mandela's footsteps

- A.** Observe this photo and describe it briefly (boy's attitude / man that he is mimicking).
- B.** Focus on the title and date. What information do they give you about the context of the picture?
- C.** Imagine the boy's feelings as he posed for the photographer.
- D.** If this photo were a poster for a campaign advocating human rights in South Africa, what could the slogan be? Justify.



Praying for Mandela, S. de Sakutin, December 2013

HELP!

Nouns

- pride
- admiration
- aftermath = result, impact
- dusk = twilight

Adjectives

- defiant /dɪfərənt/
- proud
- determined
- gloomy = dark
- resilient

Verbs & expressions

- raise one's fist
- see the light at the end of the tunnel
- look up to sb = admire sb

- resemble sb /rɪ'zembəl/ = look like sb
- follow sb's path
- overcome hardships

4 Still standing!

- A.** Observe this photograph. Focus on the light, the scenery and on the woman's attitude. Explain what feelings this picture conveys.
- B.** Turn to [Worksheet n°28](#) to learn about the woman's story.
- C. Debate.** Can this photo be seen as a sign of hope for black South Africans? Why(not)?



Marikana, The Aftermath, Paul Botes (South African), 2018

YOUR TURN! 5 Vote for the best photo

A South African magazine is calling to vote for the photo that best illustrates an article entitled "A Voice to the Voiceless". Choose one of these four photographs. Justify your choice.

● Recognising the Invisible Ones

Has the image of poverty changed over time in North America?

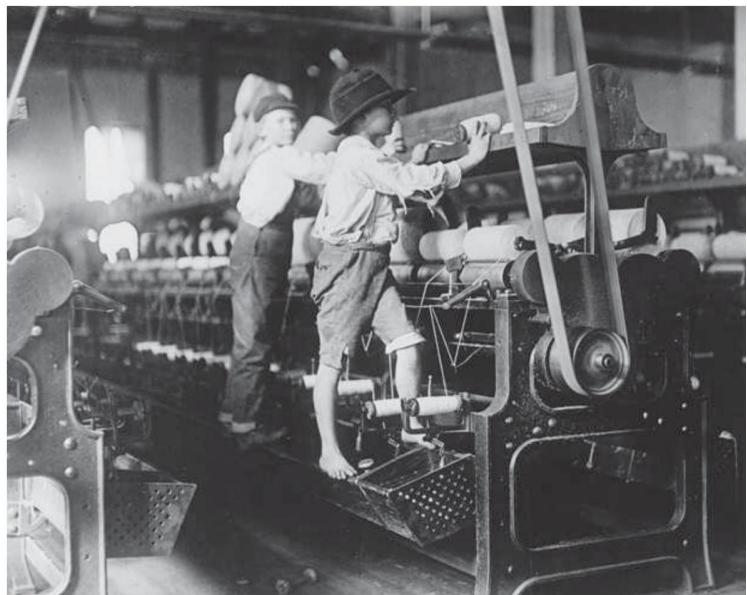
1 Child labour in the USA ⏪



- A. Look at the picture and describe it briefly.
B. Listen to **MP3 n°48** with the help of
Worksheet n°29 to learn about Lewis Hine's work.
C. **Have your say.** The article that goes with this photo is entitled "The photos that helped end child labour in America". Why do you think that such photographs could help end child labour?

HELP!

- engine room
- tiring = exhausting
- painful = backbreaking
- unsuitable
- barefoot
- stand up
- work on a production line
- working conditions



Textile Mill in Georgia, Lewis W. Hine (American), 1909



Lunch Atop a Skyscraper, Charles Clyde Ebbets (American), 1932

VIDEO N°19



2 The sky is the limit ⏪

- A. Look at this photograph of the construction of a skyscraper in Manhattan in 1932. Imagine why the photographer chose to show these men this way.
B. Watch the video, then turn to **Worksheet n°30** for help.
C. **Have your say.** What image is given of the workers in this picture? Justify your answer.

HELP!

Nouns

- skyscraper
- girder /'gɜ:də/: poutre (en acier)

Adjectives

- risky
- cheerful
- victorious

Verbs & expressions

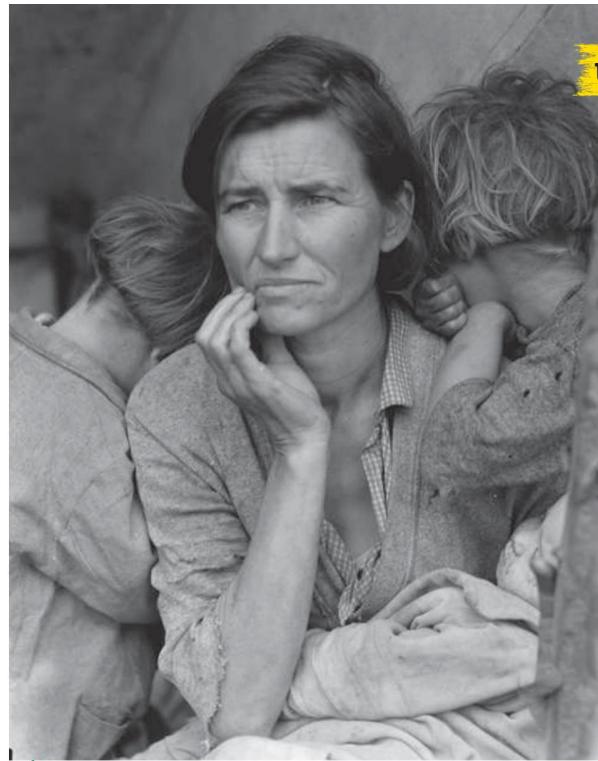
- wave sb hello
- risk one's life/take risks
- be afraid of heights /'haɪts/
- under construction
- dangle: pendre dans le vide

3 Documenting the “Great Depression”

A. Observe the picture and focus on the title “Migrant Mother”. Imagine the woman’s story and feelings.

B. On [Worksheet n°31](#), read Dorothea Lange’s words about her encounter with this woman. What made her take that iconic photo?

C. Go further. In your opinion, what is the photographer’s dilemma when facing misery and poverty?



Migrant Mother, Dorothea Lange (American), 1936

4 “Hoovervilles”

A. Observe this photo and guess where it was taken (country, city).

B. Turn to [Worksheet n°32](#) to learn about “Hoovervilles”.



Nouns

- shantytown: bidonville
- hardship
- unemployment
- (housing and economic) crisis
- homelessness

Adjectives

- jobless = unemployed
- homeless

Verbs & expressions

- be evicted from
- survive
- live rough /rʌf/ = live on the streets
- keep enduring
- even nowadays

HELP!

5 Nowhere to call home

A. Watch the video to learn about Leah Denbok, a 17-year-old Canadian photographer, willing to make a difference. Turn to [Worksheet n°33](#) for help.

B. Have your say. Can Leah’s passion help solve social problems? Is it a new way to take action? Justify your answers.

VIDEO N°20



YOUR PROJECT

The London National Portrait Gallery is holding an exhibition to honour the Have-Nots in the English-speaking world. Select two pieces of artwork. Present your selection to the museum committee and justify your choices. ☰

AXE 3

93

SPICE UP YOUR VOCABULARY

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

Adjectives & Adverbs

- defiant /dɪ'fɪənt/
- desperate = hopeless ≠ hopeful
- destitute
- homeless
- jobless = unemployed
- vulnerable /və'lnərəbl/
- poor = indigent = poverty-stricken
- downtrodden: oppressed
- gloomy = depressing
- strong-willed = determined
- proud /prəʊd/

Nouns

- activist
- beggar
- (an act of) defiance /dɪ'faiəns/
- demonstration
- demonstrator /'demənstri'teɪtə/
- homelessness
- joblessness
- social class /'səʊʃl kla:s/
- tramp
- the haves ≠ the have-nots
- vagrant /'veɪgrənt/ = vagabond
- working conditions

Verbs & expressions

- be down and out
- beg (for money)
- demonstrate /'demənstreɪt/
- find shelter
- live on the streets = live rough /rʌf/
- make ends meet
- overcome hardships
- pin one's hopes on sb
- protect sb from
- protest against sth
- see the light at the end of the tunnel
- stand up for/defend (one's rights)
- struggle/fight against sb/sth

RULE THE GRAMMAR!

LES PRONOMS RELATIFS

Les propositions relatives apportent des informations sur un nom.
Elles sont introduites par des pronoms relatifs.

Quand ces pronoms renvoient à des humains, on a le choix entre *who*, *that* et *whom*.

Quand ces pronoms renvoient à des non-humains, on a le choix entre *that* et *which*.

Pour traduire « ce qui » ou « ce que » :

- En tête de phrase, on utilise *what* : *What will happen is extraordinary.*
- Quand on reprend ce qui précède, on utilise *which* précédé d'une virgule.
He stole some money, which was bad!

→ P.304

LES DEUX PRÉSENTS

Le présent simple

- On utilise le présent simple pour des vérités générales ou des actions habituelles.
Poor people often lead miserable lives.
Victoria clearly owns a lot of money.
- Les verbes *think*, *see*, et *have* quand ils renvoient à des facultés intellectuelles ne sont utilisés qu'aux temps simples : *I see that poverty is a scourge.*
Je vois (=comprends) que la pauvreté est un fléau.

Le présent *be + -ing*

- On utilise le présent *be + -ing* pour une action en déroulement : *At the moment the British government is trying to find positive options to Brexit.*
- On utilise le présent *be + -ing* pour indiquer le positionnement physique ou spatial de quelqu'un. C'est pour cela que c'est la forme à employer lorsqu'on décrit une image : *(In Paul Botes's photography) the woman is standing alone.*

→ P.284

LANGUAGE LAB



- Audio words
- MP3
- Interactive Test

★ 1. Match each word with its synonym.

- | | |
|---------------|-----------------|
| A. activist | a. defenseless |
| B. vagrant | b. unemployed |
| C. vulnerable | c. difficulty |
| D. defiant | d. hopeless |
| E. hardship | e. militant |
| F. jobless | f. demonstrator |
| G. desperate | g. vagabond |
| H. protester | h. rebellious |

★ 2. Fill in the sentences with **which**, **what**, **all** or **that**.

- A. These children can't eat every day, ... is a shame.
 B. ... happened during apartheid was horrible.
 C. Tell me ... you know about the Victorian era.
 D. ... Oliver Twist did was remarkable.
 E. Many children were killed in Soweto, ... was horrible.

★★ 3. Add the suffix **-less** or **/and -ness** to the following words to build new ones. Translate the new words.

- A. home B. hope C. money D. hopeful E. intolerable

★★ 4. Choose the right answers. There may be several correct answers!

- A. The girl, **that / who / which / whose** is holding the child, is blind.
 B. Charles Clyde Ebbets photographed the men **which / whom / who / that** are sitting on the girder.
 C. The picture **that / Ø / which / who** you showed me about the Great Depression is quite moving.
 D. This is the child **who / whom / which / Ø** holds his fist like Nelson Mandela.

★★ 5. Match each word with its definition.

- | | |
|--------------|--|
| A. beggar | a. = open resistance and disobedience. |
| B. defiance | b. = a person without resources. |
| C. destitute | c. = a person who lives by asking for money. |

★★★ 6. Put the verbs in the appropriate tense (simple present or present be + -ing).

- A. I (**think**) life was terrible during the Victorian era.
 B. I (**not see**) what you mean by "the Great Depression".
 C. I (**think**) about those poor orphans.
 D. I (**see**) Professor Sherrat tomorrow. He specialises in South African history.
 E. I (**hate**) to think this could have happened to my children.

7. Interactive test! What is your score?

OPEN YOUR EARS!

TRAVEL WITH ACCENTS!

- Écoutez ces deux enregistrements. Quelles différences de prononciation relevez-vous dans les mots en gras ?



Eventually, Hine moved to Manhattan to become a teacher. He also picked up photography. Hine began visiting Ellis Island and photographing the new arrivals hoping that the pictures would help his students empathise with immigrants arriving in the city.

- Entraînez-vous à répéter ces phrases.

AUDIO MYSTERY

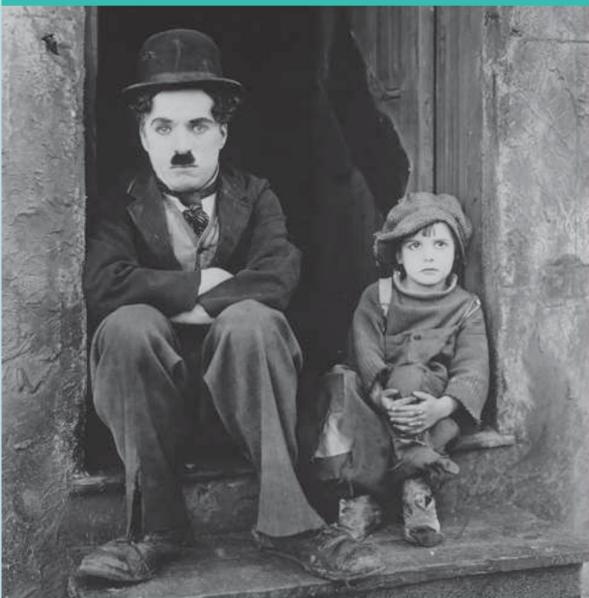
Listen to this famous leader and be ready to say which word is repeated three times. **MP3 n°51**



Picture challenge

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

How many sentences can you make using what you have learnt? Collect stars!



The Kid, by Charlie Chaplin, 1921