

◀ METHOD 1 ▶ Comment on the following sources

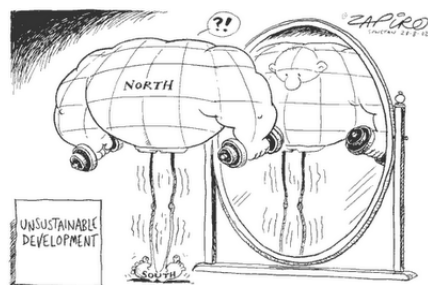
GUIDELINE	WORLD SUSTAINABLE DEVELOPMENT: PROGRESS BUT CHALLENGES
-----------	--

The United Nations' target is a shared prosperity in a world where all people lead decent lives on a healthy planet.

Progress is being made and favorable trends are evident. Extreme poverty has declined considerably in most countries and they are taking action to protect our planet and respond to rapid urbanization.

Urgent global action is however still needed. The first challenge is climate change. The other defining issue of our time is increasing inequality.

Foreword, António Guterres, U.N. Secretary-General, *Sustainable Development Report 2019*.



Unsustainable development, Cartoon, Zapiro, *The Los Angeles Times*, 28 August 2012

◀ METHOD 2 ▶ Comment on the following sources

GUIDELINE	PACIFIC ISLANDS & SUSTAINABLE DEVELOPMENT: PROBLEMS BUT SOLUTIONS
-----------	---

Pacific islands share a number of unique characteristics which prevent sustainable development. These include their small size and an high vulnerability to global environmental challenges, most notably climate change. Rising populations and limited resources increase these problems.

However, as they own some 30 per cent of the world's seas, they decided to be the first to protect the oceans. Some also hope to change to clean energy and use only solar and wind power by 2020.

"Challenges for Developing Small Islands", John Vidal, *The Guardian*, 3 March 2017.



The Cook Islands, the first eco destination in the Pacific. Photos, Louise Southerden, *Traveller*, October 1, 2018.

◀ CASE STUDIES ▶ Oral presentations

CS1 - Transition challenges in California, a developed US state (America)

Has California transitioned?

- An economic power
- Victim of its attractiveness?
- Protecting the environment

CS2 - Transition challenges in the UK, a developed country (Europe)

Has the UK transitioned?

- An unequal development
- An attractive country
- A environment fragilised

CS3 - Transition challenges in South Africa, an emerging country (Africa)

How is South Africa transitioning?

- A development challenged
- An attractive country
- An environment threatened

CS4 - Transition challenges in India, an emerging country (Asia)

How is India transitioning?

- A development challenged
- An attractive country?
- An environment threatened

CS5 - Transition challenges in small developing islands (South Pacific)

Are small Pacific islands transitioning?

- A development prevented
- Paradise or Hell?
- An environment endangered

Online resources @ <http://www.evoltairehg.fr> - Mail to euro@evoltairehg.fr ; Translation & pronunciation @ <https://www.linguee.fr> ; Dictionary @ <https://simple.wiktionary.org> ; Encyclopaedia @ <https://simple.wikipedia.org>

METHOD ◀ COMMENTING ON 2 DOCUMENTS ▶

Preamble: Understanding the guideline

Chaque groupe de 2 documents que vous devez analyser comporte une consigne très brève (Guideline) pour vous aider. Elle a cette forme :

GUIDELINE	THE SCHTROUMPF : BIDULES & MACHINS
-----------	------------------------------------

- pour vous donner l'idée générale des docs : ce qui se trouve avant « : », c'est l'information globale donc ici THE SCHROUMPF que vous utiliserez comme sujet (*topic*) des 2 docs dans l'intro, la présentation.

- et aussi pour vous donner la structure, le plan de votre analyse : ce qui figure après les « : », ce sont des précisions qui deviendront vos deux parties, ici 1. BIDULES et 2. BIDULES

Stage 1: Presenting the documents

Similarities:

Both documents deal with (*topic, in the guideline*)... , on a (*global, regional, national, local*) scale in (*territory name*), a (*developed, emerging, developing*) territory = GEOGRAPHICAL CONTEXT OR in the (*g^{al} context: period*)..., at the time of (*precise context: event*)... = HISTORICAL CONTEXT.

Differences:

The 1st document is (*type*)... showing (*topic*)... by (*author*)... & published in (*source*)... on/in (*date*)... .

The 2nd document is (*type*)... about (*topic*)... by (*author*)... & published in (*source*)... on/in (*date*)... .

Give structure (*in the guideline*): In a 1st part I'll analyse ... & in a 2nd part I'll explain

Stage 2: Analysing the documents.

Find the link between the text and the 2nd document. Read the text, then look at the other document and find the paragraph, the sentence of the text it is linked to. They will be in the same part.

Describe the documents (What you see - Docs)	Interpret the documents (What you know -notions)
Structure 1. Firstly, ... (title sentence)... with ... (doc(s) & §)...	
Doc.1 §1 explains ... (rephrase the main ideas)...	Indeed, ... (give a notion and define it) It means ... (give another notion and define it)
Structure 2. Secondly, ... (title sentence)... with ... (doc(s) & §)...	
Doc.1 §2. According to (author)...., ... (rephrase the main ideas)...	In fact/Actually, ... (give a different notion and define it)...
Doc.2 shows ... (describe each part)...	It also refers to ... (give another notion and define it)...

Stage 3: Concluding

Assess docs:

To conclude, these documents are (*reliable/unreliable*)... as (*justification: we have/don't have their full references/all their references*)..., and both are (*biased/unbiased*)... as (*justification: we can't/can see the author's opinion*)... .

Sum-up ideas: These docs show that ... (use the detailed structure in your table).

Open (bonus) We may wonder what ... (it could be the title of another analysis).