

MELANGES PEDAGOGIQUES 1985

**LIRE ET COMPRENDRE UN TEXTE INFORMATIF**

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**ABSTRACT**

Students at the University of Nancy coming from a wide variety of disciplines need to read, understand and retrieve information from written materials in English. To do so they have to be able to identify quickly the overall subject of a text as well as the various topics it deals with and to find the information in question, without having to translate. This article describes different aspects of the teaching of written comprehension and in particular the approach to reading methodology which has been developed.

Dans un article précédent intitulé *Enseignement individuel vs Enseignement de masse* (1), nous avons présenté la nouvelle organisation adoptée pour l'enseignement de l'anglais aux étudiants de deuxième année de Deug à l'Université de Nancy II. Ces étudiants proviennent d'UER diverses (psychologie, sociologie, sciences économiques,...) mais ont en commun des besoins identiques à moyen terme et à long terme dans le cadre de leur spécialité : lire et comprendre des documents en langue anglaise.

Que ce soit au cours de leurs études ou dans leur vie professionnelle, la lecture sera pour eux, le plus souvent, synonyme de recherche d'informations. Aussi avons-nous recherché une approche du texte qui donne au lecteur la possibilité de :

- cerner rapidement le sujet d'un texte et juger de son intérêt,
- dégager les thèmes successifs qui y sont développés,
- accéder aux informations recherchées et les comprendre sans avoir recours à la traduction du texte.

Dans cet article, nous présentons les différentes composantes de notre enseignement de la compréhension écrite et plus particulièrement la méthodologie de lecture que nous avons élaborée.

## I - DOCUMENTS DE TRAVAIL

Les textes sur lesquels travaillent les étudiants sont tous des documents authentiques issus de la presse anglaise et américaine. Le corpus qui nous a servi de base de travail pour l'élaboration des documents comprend environ une trentaine de ces articles tirés des quotidiens, hebdomadaires ou mensuels suivants : New Society, The Economist, Newsweek, The Financial Times, Psychology Today (liste non exhaustive). Ces textes sont de longueur variée, une à quatre pages, et abordent des sujets d'intérêt général ou en rapport avec la spécialité des étudiants (mais sans haut niveau de spécialisation). Pour chacun de ces textes, nous avons effectué un travail lexical et un travail grammatical.

(1) J. Billant, P. Fade, 1984, **Mélanges Pédagogiques**, Université de Nancy II, CRAPEL

## 1. ASPECT LEXICAL

### a) Mots-outils :

Nous appelons mots-outils l'ensemble des termes argumentatifs qui servent de lien logique entre deux propositions, phrases ou paragraphes (ex : moreover, therefore, though). A partir de notre corpus nous avons établi la liste, pour ainsi dire fermée, des différents mots-outils. Le repérage et la compréhension de ces termes ont une importance capitale dans la lecture pour bien comprendre l'organisation du discours aussi insistons-nous sur l'apprentissage systématique de cette liste de mots au début de l'année afin de pouvoir aborder efficacement la méthodologie de lecture.

### b) Mots à connaître

Depuis plusieurs années, nous avions remarqué la récurrence de certains mots lexicaux dans bon nombre d'articles étudiés en cours, quel que soit le sujet abordé. Afin de vérifier la fréquence véritable de ces mots, nous avons effectué des relevés systématiques dans les textes du corpus.

Ces mots étaient principalement des noms et des verbes auxquels s'ajoutaient quelques adjectifs. Nous avons constitué un fichier d'environ 150 entrées à partir duquel nous avons établi une liste appelée "mots à connaître" qui comprend une centaine de mots (pour être retenus, les mots devaient avoir au moins sept occurrences mais certains dépassaient la vingtaine). La validité de ce lexique continue à être testée et nous trouvons en moyenne 20 à 30 mots de la liste dans tout nouveau texte étudié.

La liste des mots accompagnés de leur traduction figure dans le fascicule (voir extrait ci-dessous) et les étudiants sont invités à les apprendre au fur et à mesure de leur apparition dans les textes. Dès le cinquième texte de l'année, la quasi-totalité de la liste est vue et les étudiants disposent donc d'un bagage lexical non négligeable, compte-tenu de la haute fréquence de ces mots.

*Extrait de la liste mots à connaître :*

. to improve	améliorer
. to increase	augmenter
. inquiry	une enquête
. to intend	avoir l'intention
. to involve	impliquer
. issue	un problème, une question
. a lack of	un manque de
. level	un niveau
. link	un lien
. main	principal (adj.)
. a means	un moyen

Les deux listes que nous venons de définir constituent la base lexicale indispensable pour aborder un texte dans de bonnes conditions. Il va sans dire que, dans certains articles, le lecteur peut aussi rencontrer certains mots récurrents en relation avec le sujet du texte. Leur fréquence a alors une valeur interne au texte et doit conduire le lecteur à s'assurer de la bonne compréhension de ces mots.

## 2. Aspect grammatical

C'est à partir d'un relevé d'erreurs de compréhension, notamment dans les copies d'examen, que nous avons défini, après analyse, les points grammaticaux qui devaient être approfondis. Nous avons retenu entre autres : des mots grammaticaux à sens multiples, le groupe nominal, les formes verbales complexes...

Pour chaque point grammatical, nous avons élaboré une fiche de travail qui consiste en :

- une partie théorique qui explique, à l'aide d'exemples authentiques, le point abordé. Les informations apportées sont adaptées spécifiquement à la compréhension écrite (c'est-à-dire que les problèmes d'emploi ne sont pas envisagés).
- des exercices fondés sur des extraits de textes ayant posé des difficultés aux étudiants.

*Exemple de fiche grammaticale : LE GROUPE NOMINAL*

## LE GROUPE NOMINAL

Le groupe nominal est un ensemble de mots dont l'élément principal est un nom (ce nom = substantif-noyau).

Les composants du groupe nominal apparaissent dans l'ordre suivant :

- 1 - déterminant.
- 2 - adjectif (un ou plusieurs)  
(éventuellement précédé d'un adverbe).
- 3 - un nom en position d'adjectif.
- 4 - le substantif-noyau.

Le substantif-noyau est la base du groupe nominal (G.N.); afin de comprendre la signification du groupe il faut donc partir du nom, à droite, et lui rattacher le déterminant, puis remonter vers la gauche.

Exemples :   
Le jeune étudiant en psychologie normal et non sadique.

any really vital new knowledge Toute connaissance nouvelle vraiment vitale.

Les divers éléments peuvent être séparés ou non par une virgule.

a very hostile, conservative public Un public conservateur très hostile.

Le GROUPE NOMINAL peut aussi être développé à droite du substantif-noyau à l'aide d'une préposition suivie d'un second groupe nominal. La préposition marque l'arrêt du premier groupe et le début du second. Il faut lire d'abord le premier groupe, de droite à gauche, puis la préposition, puis le second groupe, toujours de droite à gauche.

Une demande importante non satisfaite pour un planning familial plus efficace.

ATTENTION à la traduction exacte du déterminant dans les groupes <sup>31</sup> nominaux. Lorsqu'il n'y a pas de déterminant en anglais, il faut en introduire un dans la traduction en vous appuyant sur le contexte.

Exemple : Adolescents of all social classes commit delinquent acts, so it's assumed that only positive police prejudice and middle class power keep middle class children out of the training schools.

(On suppose que seuls) un préjugé favorable de la police et le pouvoir de la classe moyenne ...

Le CAS POSSESSIF ('s ou nom en s + ') se lit également de droite à gauche. Dans ce cas le déterminant se rapporte au nom qui est suivi de 's ou -s' .

Exemple : they have a direct bearing on some of the other difficulties experienced by these homeworkers—those apparently arising directly from their employers' policies and practices.

les pratiques et la politique de leurs employeurs.

Note : Quand deux noms sont reliés par "and" ou "or", les termes qui précèdent se rapportent aux deux noms.

#### Exercice 1 :

Cochez, pour chaque groupe nominal, la traduction qui convient.

1 : final examinations

2 : cable TV.

- a  la fin des examens
- b  les examens terminaux
- c  un final d'examen

- a  un câble de télévision
- b  la télévision par câble

3 : the most heavily unionized industries

- a  les industries ayant la plus forte représentation syndicale
- b  les plus grosses industries à représentation syndicale
- c  les industries lourdes les plus syndiquées

4 : a 90-day wage and price freeze

- a  un gel des prix et des salaires dans 90 jours
- b  un blocage des prix et des salaires de 90 jours
- c  un blocage des salaires de 90 jours et un blocage des prix

Exercice 2 :

Traduisez dans les exemples suivants les groupes nominaux soulignés.

1 The largest-selling classical pianist in history, he made more than 200 records, which sold 10 million copies

2 a number of independent electrical equipment makers has now produced a system suitable for textiles.

3 This produced results, says Professor Fyserick, that were "very impressive". The more the squiggles and the longer the string, the better the brain.

Since then the string has been given up in favour of far more precise computer measurements.

4 Because child labor means cheap labor, the young—even the very young—are often the most employable in developing and recession-plagued economies.

5 Their wages are based on the total number of bricks they produce, and they must get back to work if they are to make their average monthly wage of \$110.

6 Mr Arfon Jones, the college's head, works in one of the city's toughest, most deprived multi-racial areas.

7 Significantly, this group included all the five childless home-workers and three of the four men in the sample.

8 A parent is unfit only if testing and valid history demonstrate very poor judgment or pronounced inability to think in terms of a child's needs and welfare.

## **II - METHODOLOGIE DE LECTURE**

Au cours de nos années d'enseignement au Deug, nous avons pu observer que la manière de lire des étudiants n'était pas toujours très efficace : dès que le texte leur était remis, ils avaient tendance à procéder immédiatement à une lecture linéaire, avec de fréquents recours au dictionnaire. Cette approche avait pour inconvénient de hacher le rythme de la lecture, de faire perdre le fil du discours et l'accumulation des difficultés provoquait parfois un sentiment de découragement. Une fois la lecture terminée, seule une très faible partie des informations essentielles avait été perçue alors que certaines informations secondaires (exemples, illustrations) avaient parfois davantage retenu l'attention des lecteurs.

Afin de lutter contre ces habitudes négatives et d'obtenir une lecture plus active et plus efficace, nous avons donné aux étudiants des consignes de lecture qui visaient à leur faire percevoir rapidement le thème du texte et sa structure. La mise au point de ces consignes a finalement donné lieu à l'élaboration d'une méthodologie de lecture ; celle-ci constitue un ensemble pédagogique qui suit une progression, chaque étape étant accompagnée d'exercices d'application.

Nous donnons ici la partie théorique de cette méthode et un échantillon des exercices d'application.

## RECHERCHE D'INFORMATIONS

Les exercices 1 à 4 visent à l'exploitation des sigles, majuscules, chiffres, dates, éléments de typographie ... repérables dans un texte. Nous laissons de côté, volontairement, les autres informations contenues dans ces petits textes.

Pour rechercher les informations demandées dans ces 4 exercices, il suffit de parcourir le texte des yeux, sans le lire, afin de repérer le plus rapidement possible les informations. Quelques minutes devraient suffire pour chaque exercice.

### Exercice 1 :

#### **Ask for Hague**

**1** Having failed to kill off the Social Science Research Council, is the government now trying to colonise it? In order to please Sir Keith Joseph, and expunge the word "science" from its title, it is now proposing to call itself the Economic and Social Research Council (the new ESRC logo is even now on the drawing board). And the new chairman designate, who will follow Michael Posner into the hot seat on 1 October, is a long-standing friend of Mrs Thatcher, adviser to her policy unit, and her adviser during the 1979 election campaign.

**2** Professor Sir Douglas Hague will be the fifth economist to head the ssrc (the only exception has been Michael Young—Lord Young of Dartington—in the free-thinking 1960s). In spite of his political connections, Hague is reputedly a Heathite rather than a "punk monetarist," believing in some intervention rather than letting market forces rip. He came up by the grammar school route—like so many of the new Tories—to Birmingham University, worked for the Price Commission in the 1970s, and became deputy director of the Manchester Business School. He now heads the strategy unit at the Oxford Centre for Management Studies, which recently pulled in \$5 million from an American multi-millionaire, John Templeton (thought to be the largest ever private benefaction to a British educational institution).

**3** Colleagues see Hague's most useful asset as an ability to think outside the usual channels. "He's got a lateral mind," said one. "He sees things that two sets of specialists wouldn't see for themselves."

**4** In mediating between suspicious social scientists and an equally suspicious government, his lateral-thinking powers could be pretty stretched. But that's in the future. Meanwhile, it's at *Who's Who* that the ssrc is causing the most flutter. The section that includes Hague's appointment must be at the printer's halfway through October for the 1984 edition. But will the Privy Council have endorsed its name-change by then? It looks unlikely.

1. Que signifient les lettres ESRC ?
2. Que signifient les lettres SSRC ?
3. Quel poste va occuper Hague ?
4. Qui dirige actuellement le département stratégique du 'Oxford Centre for Management Studies' ?

**Exercise 3 :**

# The illness jamming a town

by Gareth Huw Davies

THE SUNDAY TIMES, 7 AUGUST 1983

1 A TOWN that suffers from some of the worst holiday-time traffic jams in Britain is still waiting for work to start on a bypass - 3½ years after a public inquiry into the bypass plan ended. The inspector conducting the inquiry at Okehampton, Devon, became seriously ill shortly after it finished in February 1980 and managed to complete his 1,500-page report only last February.

2 Now Sir Peter Mills, MP for West Devon and Torridge, is

urging the transport secretary, Tom King, to appoint two inspectors to conduct future road inquiries. "In the worst case," he says, "an inspector could die and the whole costly process would have to be repeated. An inspector should have a deputy, who would see all the papers and could take over if the other man was unable to continue."

3 Mills puts no blame at all on the inspector, Charles Fay, QC. However, he says he believes

work would have started on the bypass had it not been for the delays caused by Fay's illness and compounded by the length (90 days) and controversial nature of the inquiry.

4 The controversy was not over whether there should be a bypass. Locals, as well as motorists, have grown increasingly frustrated by the tail-backs through Okehampton's cramped high street.

5 The town is the first obstacle in the West Country on the A30, the main holiday route to Cornwall. It comes at the end of an unbroken series of motorways and dual carriageways beginning to the north of Edinburgh. On a recent weekend traffic was locked solid for 12 miles back to the dual carriageway.

6 "We have had some jams here, but that one will take some beating," said the mayor, Victor Savage. "For 12 weeks in the summer we write off Saturdays and Sundays."

7 When the inquiry began in 1979, therefore, few people disputed the need for the £13,600,000 scheme, which would bypass Okehampton with a 5.2-mile section of road and link it with another proposed new road 5.4 miles long to the end of the existing dual carriageway. The controversy was over which route the bypass should take.

8 A strong farming lobby, backed by some townspeople, wanted to keep the road off prime farmland to the north of the town. Equally vociferous conservationists opposed a line south of the town, which would skirt the southern slopes of Dartmoor. Fay had to preside over some passionate arguments and, by the end of the inquiry, was becoming noticeably ill.

9 The Transport Department says it is impossible to say how long it might have taken Fay to complete his report had he not been ill. However, the AA says it is common for the results of a road inquiry to take a year or two to appear.

10 A spokesman said: "We have looked at ways of avoiding delays but we cannot offer a complete solution. Under present legislation we can appoint only a single inspector to conduct an inquiry. Besides, there are practical problems to appointing more than one inspector."

11 The transport secretary who, ironically, need not accept Fay's recommendation, is expected to announce the chosen route for the bypass next month.

12 Meanwhile Savage, the Okehampton mayor, says: "Our movements are severely restricted. Doctors, vets and farmers can go out of town on the main road but they may find they can't get back in for hours. And there are no toilets or litter bins or facilities for the poor people stuck in cars. It's a diabolical state of affairs."

I - Lisez la première phrase du texte jusqu'à 'ended' pour connaître le thème du texte. Indiquez-le ci-dessous :

II - En recherchant dans tout le texte les éléments repérables (noms propres, dates ...) répondez rapidement aux questions à à j.

- a) De quelle ville est-il question ?  
.....
- b) Comment s'appelle le maire de la ville ?  
.....
- c) En quelle année a commencé l'enquête au sujet du contournement de cette ville ?  
.....
- d) Quand a-t-elle été terminée ? .....
- e) Combien de jours a-t-elle duré ? .....
- f) Qui a mené l'enquête ? .....
- g) Quand le rapport a-t-il été terminé ?  
.....
- h) A combien était évalué le projet de contournement ? .....
- i) Qui est Peter Mills ?  
.....
- j) Qui est Tom King ?  
.....

III - Répondez aux questions 1 à 4 tout en lisant le texte. (Les questions suivent l'ordre du texte).

1. Pourquoi, 3 ans ½ après la fin de l'enquête, les travaux n'ont-ils toujours pas commencé ?

2. Que propose Sir Peter Mills ?

3. Bien qu'au début, en 1979, peu de personnes aient été opposées à l'idée d'un contournement, à quel sujet y-a-t-il une controverse ?

Quels sont les deux groupes d'opposants ?

4. Le porte-parole du Ministère des Transports peut-il nommer plusieurs enquêteurs ?

## LES ENCHAINEMENTS

### I - Structure d'un texte

Toute personne qui exprime ses idées dans un texte structure sa pensée par différents moyens linguistiques.

Lisez cet extrait d'article et, pour chaque mot souligné, reportez-vous au commentaire au bas de la page.

1 Même dans l'habillement féminin, jadis prospère, les temps sont devenus plus durs. Passant de la grossière « confection » au prêt-à-porter chic, ce secteur (plus de 10 milliards de francs de chiffre d'affaires) s'est épanoui au cours des années 60, grâce à la vague démographique et à la hausse du pouvoir d'achat. Inévitablement, le succès devait attirer dans la profession une foule de gens, plus ou moins amateurs. Des convives plus nombreux se sont donc pressés autour d'un gâteau qui, dans les années 70, s'est mis à rapetisser : la demande intérieure s'est ralentie (les Français consacrent une moins grande part de leur budget à l'habillement), et les importations ont doublé entre 1976 et 1979. Parallèlement, au niveau du détail, on a assisté à l'éclosion d'une multitude de petites boutiques qui, pour se maintenir, pratiquent des marges élevées.

2 Cette dispersion, conjuguée avec des prix souvent aberrants, n'a fait qu'aggraver la situation. « Nous avons l'industrie de notre distribu-

tion », souligne Sammy Weinberg, PDG des établissements Weinberg. « Tant qu'il n'y aura pas de concentration dans la distribution, la production restera atomisée elle aussi. » Son entreprise, il l'a créée avec son frère en 1945 : depuis trente-cinq ans, ils occupent le même bureau, ce qui leur permet de pratiquer une direction bicéphale. Son frère Maurice a en charge la création, tandis que lui se réserve la gestion.

3 C'est en 1962 qu'ils ont choisi de s'industrialiser, et leur première usine a été inaugurée trois ans plus tard. A l'heure où d'autres s'enlissent dans la stagnation, les Weinberg auront eu en 1980 un chiffre d'affaires de 130 millions de francs, soit 20 % de plus qu'en 1979. Grâce à quelques sages préceptes.

4 Première règle : bien choisir son créneau, tant sur le plan du produit que de la clientèle, et se garder de penser qu'on peut tout faire », explique Sammy Weinberg. Sa clientèle,

c'est la Française moyenne de 30 à 40 ans, ni « minette » ni « mémé »... Son cheval de bataille : le manteau. Il en produit 300 000 par an, ce qui le place au premier rang en France, bien qu'il fasse aussi des robes et des tailleur.

5 Deuxième règle : privilégier la rentabilité par rapport au chiffre d'affaires. « Un chef d'entreprise, c'est fait pour gagner de l'argent, pas pour aligner des statistiques », scande-t-il. Il garde l'œil sur son cash flow, qui était de 12 % l'an dernier. Prudent, il fait fabriquer par des fagonniers 20 à 30 % de sa production, pour avoir des amortisseurs « en cas de ralentissement de la demande et préserver l'emploi de ses 600 ouvriers.

6 Troisième règle : même en période difficile, ne pas sacrifier les investissements. Ainsi, en mai, les frères Weinberg ont-ils racheté un entrepôt de 4800 m<sup>2</sup> dans le Cher, où ils peuvent stocker jusqu'à 250 000 manteaux. Coût de l'investissement : 6 millions de francs, plus 1 million en nouveau matériel. C'est lourd, mais les problèmes de stockage et de livraison sont résolus pour longtemps. En 1981, c'est dans le marketing qu'ils vont investir, en inaugurant une politique de marque qu'ils n'avaient pas abordée jusqu'ici.

L'EXPANSION - 20 FEVRIER - 5 MARS 1981

- Au §2, "cette dispersion" reprend "l'éclosion d'une multitude de petites boutiques".
- Au §3, "ils" reprend "Sammy Weinberg" et "son frère".
- Les §4, 5 et 6 forment un tout structuré par "Première règle", §4, "Deuxième règle", §5, et "Troisième règle", §6.
- Pour le lecteur, la perception de ces éléments de structuration devrait faciliter la compréhension du texte.

Lorsqu'on aborde un texte anglais, on peut remarquer que certains paragraphes s'enchaînent : la première phrase de chaque paragraphe comporte un ou plusieurs éléments qui le relient au précédent. Ce groupe de paragraphes forme un tout cohérent qui correspond à une partie du texte.

- Lisez l'exemple ci-contre qui constitue une partie du texte 'Drugs alter tacit pact with Italian State'. Après la lecture des §1 à 3, reportez-vous aux commentaires ci-dessous.

§1\_à\_§3 : ces 3 premiers paragraphes introduisent le sujet du texte en rapportant un fait divers : un meurtre vraisemblablement perpétré par la Mafia. Ils forment un tout dans la mesure où les différentes informations qui constituent le fait divers sont réparties sur l'ensemble des paragraphes.

- Après la lecture des §4 à 11, reportez-vous aux commentaires ci-dessous.

§4\_à\_§11 : relisez la première phrase de chaque paragraphe et vous pouvez alors relever :

1) Une suite temporelle :

§4 : for two years

§5 : last year

§7 : in the last few years

§8 : today

Cette suite d'expressions temporelles sert à retracer l'historique des intérêts de la Mafia. Il est indispensable de percevoir tous ces éléments et de considérer l'ensemble des paragraphes pour bien comprendre cette partie. Un historique tronqué n'aurait plus aucune valeur.

2) Des anaphoriques ou termes de reprise :

Afin d'éviter des répétitions, un mot peut être repris par un pronom, un synonyme ou une expression plus globale; ceux-ci peuvent reprendre également une phrase, un paragraphe ou toute une partie du texte. Ces termes de reprise sont appelés 'anaphoriques'.

Tous les pronoms (they, others, each ...) sont anaphoriques ainsi que les expressions introduites par des adjectifs possessifs (their ...), démonstratifs (these ...), indéfinis (such ...).

# Drugs alter tacit pact with Italian state

IN PALERMO, Sicily, death is too often fast, brutal and mysterious. On the morning of Saturday, September 6, Don Giacinto Castranova, a worldly friar, friend of the powerful, dispenser of favours to the weak, was shot dead by two assassins in his cell at the 14th century monastery of Santa Maria del Gesù on the outskirts of the city.

2 In a drawer beside him police found a loaded Walther P38 pistol and £4m (£2,000) in cash. The rumours started to fly at once. No one doubts that the killing was connected with the Mafia. But how? Some claimed that the cemetery of the monastery had been used as a secret graveyard for the 'honourable society'; others that Don Giacinto had made a false step in that twilight world where politics and crime in western Sicily overlap.

3 There are no hard facts. But if the Mafia was responsible, the priest would have been the 42nd victim of the Mafia in Palermo so far this year.

4 [For two years] Palermo, the traditional Mafia capital in depressed western Sicily, has lived through a bloodbath.

5 [Last year] 156 people died at the hands of the Mafia in Sicily and this year's rate is similar. But a difference from the past is emerging. It is the growing importance of the victims—onto the old feudal Mafia of the vendetta has been grafted a new and yet more ruthless variant.

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6 The change reflects above all a shift in economic interests. The old Mafia grew from the fragmented organisations which protected the interests of Sicily's powerful (and often absentee) landowners. With land reform in the late 1940s, and the gradual industrialisation of the island, it moved from the countryside to the towns, into building speculation, smuggling, kidnapping and commerce.

7 [In the last few years] however, all this has become secondary, at least in monetary terms to a new involvement—in the ever-growing international drugs trade. The U.S. Drug Enforcement Agency now estimates that one third of the 60 tonnes of pure heroin traded every year passes through Sicily. Those 20 tonnes have a theoretical street value of some \$23bn—roughly equal to the total turnover of Fiat, Italy's biggest private industrial group.

8 It has been a gradual development, but [today] the so-called "Sicilian connection" is reckoned by investigators to have largely replaced the French connection in the drug traffic between Europe and the U.S. Dramatic confirmation came just a fortnight ago when police arrested Sig. Gerlando Alberti, believed to be a leading figure in the "mafia," along with six other men in an apparently deserted house 20 miles from Palermo. Three of them were French, including a long-sought drugs chemist.

9 In another building was found a sophisticated laboratory for

the production of heroin, bearing out the conviction of American experts that heroin was not only shipped via Sicily, but also actually produced there.

10 To protect these colossal new interests, the Mafia for the first time has started to gun down representatives of the State who threatened its livelihood. In the last 12 months alone Sig. Emanuele Basile, a top carabinieri officer, Sig. Cesare Terranova, a leading magistrate, and Sig. Piersanti Mattarella, the widely praised Christian Democrat president of the region have been among those who died. Most recent of the Cadaveri Eccellenti ("illustrious corpses" as they are known) was Sig. Gaetano Costa, the city's public prosecutor, shot dead one evening in early August in central Palermo.

11 His death attracted relatively little attention, coming in the wake of the Bologna station bombing, but Sig. Costa was probing by all accounts into that most sensitive area of all—the maze of nominee bank accounts and financial interests which serve to launder the proceeds of the drug traffic.

La présence d'un anaphorique implique que l'auteur parle toujours de la même information introduite précédemment dans le texte.

Sa présence dans la première phrase d'un paragraphe indique donc que l'auteur traite toujours de la même information et il est indispensable de prendre en compte l'ensemble des paragraphes pour cerner cette information.

§6 the change : cette expression reprend l'information donnée au §5 : une différence apparaît (différence = changement).

§7 all this : le pronom reprend les informations du §6 (tout ceci = les anciens intérêts économiques de la Mafia).

§9 in another building : cette expression complète l'expression du §8 : "in an apparently deserted house". On ne peut parler d'un autre bâtiment que si un premier a été évoqué.

§10 these colossal new interests : cette expression reprend le contenu des §7 et 8 qui exposent les nouveaux intérêts de la Mafia; (donc, ici au §10, 'ces' nouveaux intérêts).  
§11 his death : l'adjectif possessif implique que l'on a déjà parlé de la personne (sa mort = mort de Gaetano Costa, cité au §10).

Remarquez que, dans la première partie, au §2, le pronom "him" reprend "Don Giacinto Castranova", cité au §1.

3) Outre les éléments temporels et les anaphoriques, les termes argumentatifs structurent également un texte. Ils permettent à l'auteur d'exprimer le lien entre deux idées ou deux informations. (En français, par exemple, 'cependant' peut introduire une opposition ou une restriction, 'par conséquent' une conclusion ...).

Les termes argumentatifs fréquents sont : moreover, therefore, but, though, hence, nevertheless ... (voir la liste des mots-outils dans le fascicule)

Dans l'exemple au verso :

§7 however : exprime une opposition entre les anciens intérêts de la Mafia et les nouveaux qui vont être développés dans ce paragraphe.

Cet exemple nous montre qu'il est important de déceler les éléments qui relient les paragraphes entre eux afin de repérer un groupe de paragraphes qui forment un tout et développent une même idée. C'est sur ce principe (repérage des enchaînements) que s'effectue le découpage d'un texte en parties.

## II - Structure des sous-parties

Le même type de structuration peut se retrouver à l'intérieur d'unités plus petites comme :

### 1) Le paragraphe :

Exemple, au §5, l'enchaînement de phrase à phrase :

P1 : ... this year's rate is similar.

P2 : But a difference; (but' annonce un contraste).

P3 : It is the growing importance (le pronom 'it' reprend 'difference' et la phrase explicite cette différence). 17

## 2) La sous-partie :

Exemple : lisez cet extrait du texte 'How to get the most out of the school night shift' :

3 The first question that needs to be asked is which learning tasks are suited to homework. The work can provide the opportunity for the pupil to discover whether he or she has understood a topic. It offers an opportunity to practise skills acquired in school. It allows the pupil time to reflect upon school work. It permits extra time to be used in order to produce completed individual piece of work. In addition some tasks, such as the individual learning of vocabulary which is still essential in language courses, are probably best done at home. These are just five of the tasks that it is possible for a pupil to do by him or herself at home, doubtless there are others.

4 The second question is what are the advantages of pupils doing these tasks at home? The pupils will have the opportunity of working by themselves and being unaffected by what their peers are doing. The activity will take place away from the bustle and distractions of a busy classroom and without the interruptions of a bell or siren every thirty or forty minutes. Slow workers will have less pressure on them "to stop where they are" and so may complete tasks. There is the opportunity for a second shot at a piece of work with the benefit of constructive marking comments; an opportunity which is fairly rare in schools but frequently used with older students in colleges and universities.

5 There is also the extra time available. The potential of this resource becomes obvious if one looks at two contrasting school policies. In school A, pupils are regularly expected to complete a total of one and a half hours work each day on six days of the week. This represents approximately the equivalent of 65 five-hour school days a year, or an extra 13 school weeks — in effect an extra term's work. If, in contrast, school B has an anti-homework policy or one which allows tasks to be set irregularly, the cumulative disadvantage created, even for the most able pupils, is considerable. Finally, homework may have a symbolic importance, in emphasising that teachers consider pupils sufficiently self-disciplined to work without direct supervision, and that they take academic matters seriously.

§3 : première sous-partie introduite par 'the first question'.

§4 et §5 : deuxième sous-partie introduite par 'the second question'.

Au §5, "also" (plus la répétition de "there is") indique la présence d'un élément qui s'ajoute à la liste entamée au §4 (ces deux paragraphes forment donc un tout) et "finally", en fin de paragraphe, introduit le dernier des 6 éléments.

De même, au §3, 'in addition' termine la liste des 5 éléments de ce paragraphe.

Dans ces deux sous-parties, la répétition d'un élément lexical ('provide' et ses synonymes au §3) ou grammatical ('will' au §4) contribue aussi à leur structuration.

Exercice 5 : How to get the most out of the school night shift.

Partie I : §1 et §2 .

1. a) Dans la première phrase des §1 et 2, soulignez le mot qui indique le sujet du texte.
- b) Au §2, on annonce qu'il s'agit d'un sujet controversé.  
Pour qui ?

Partie II : §3 à §7.

2. a) La discussion qui suit se présente sous forme de deux questions et de contre-arguments. Soulignez dans le texte les quelques mots qui annoncent les deux questions et les contre-arguments.
- b) Que reprend "this" au début du §7 ?

Partie III : §8 à §15.

3. a) Soulignez dans le début de chaque paragraphe les mots que vous avez relevés au §2 en réponse à la question 1 b).
- b) Indiquez les groupes de paragraphes qui développent ces trois éléments.  
§8 à §10
- c) Soulignez dans le début du §8 la phrase qui annonce les trois points développés ensuite et qui indique leur contenu.
- d) Soulignez dans les §8, 9 et 10 les mots qui annoncent le début du développement de ces 3 points. Sont-ils repris et développés dans l'ordre où ils sont annoncés ?

Partie IV : §16 à §18

5. a) Que reprend l'anaphorique "this discussion" au §16 ?
- b) Dans la première phrase du §18, quels termes sont mis en opposition par "though" ?

There has been no systematic appraisal of the value of homework in British schools, in spite of it being a controversial issue. Peter and Jo Mortimore investigate its worth and look at methods which could make it more useful

## How to get the most out of the school night shift

1 THERE IS not a great deal of hard British research evidence about homework. In America, research carried out in the 1930s, which stressed the problems of children from low-income families finding time and space for work, probably contributed towards less emphasis on homework, which still persists in American schools today. Although some studies of British schools have used the setting and marking of homework as an indicator of academic efficiency, there has been virtually no systematic appraisal of its worth. This lack of evaluation might be interpreted as homework being so accepted in our secondary schools that no-one wishes to challenge its value. However, this is clearly not the case.

2 Homework, at least for those directly concerned — pupils, parents and teachers — is a controversial issue. Writing in *Where* in 1972, Sonia Jackson reported considerable dissatisfaction over the quantity and quality of homework and the frequent abandonment by pupils of hobbies and other interests due to the pressures of homework.

3 The first question that needs to be asked is which learning tasks are suited to homework. The work can provide the opportunity for the pupil to discover whether he or she has understood a topic. It offers an opportunity to practise skills

acquired in school. It allows the pupil time to reflect upon school work. It permits extra time to be used in order to produce a completed individual piece of work. In addition, some tasks, such as the individual learning of vocabulary which is still essential in language courses, are probably best done at home. These are just five of the tasks that it is possible for a pupil to do by him or herself at home, doubtless there are others.

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5 There is also the extra time available. The potential of this resource becomes obvious if one looks at two contrasting school policies. In school A, pupils are regularly

expected to complete a total of one and a half hours work each day on six days of the week. This represents approximately the equivalent of 65 five-hour school days a year, or an extra 13 school weeks — in effect an extra term's work. If, in contrast, school B has an anti-homework policy or one which allows tasks to be set irregularly, the cumulative disadvantage created, even for the most able pupils, is considerable. Finally, homework may have a symbolic importance, in emphasising that teachers consider pupils sufficiently self-disciplined to work without direct supervision and that they take academic matters seriously.

6 Against these arguments must be balanced the view that homework is only necessary because the present structure of schools leads to the inefficient use of time. By using the six or so hours predominantly in direct instruction, and by expecting age-cohorts of pupils to show the same rate of intellectual growth, it may be that schools make homework essential. More flexible organisation and greater use of technical aids might allow pupils to use the early part of the day, when they are at their freshest, to produce their own work. At present, all too often this is completed late at night when they are tired. Such a system might make homework redundant

and allow pupils who have spent all day at school, to have their evenings free.

7 However, this is not the system currently in operation in British schools and pupils, if they are to gain academic success, need to do homework. Ironically, as recommended in both the Newson and Crowther reports, even those who do not have much chance of academic success also have to do it.

8 Just because homework provides a valuable opportunity for learning does not mean that all tasks are equally appropriate. There are a number of tasks that are clearly not suitable. Our experience is that pupils' criticisms of homework cover three aspects: the amount of work set; the nature of the task; and the feedback they receive. First, they resent homework which they consider to be inappropriate or valueless. They also object to being asked to do what they consider is a "fill-in" task, ostensibly set in order to meet the requirements of a homework timetable. Equally frustrating is the assignment which has not been adequately explained so that time is wasted in uncertainty and consultation with parents or friends over what exactly is required.

9 Secondly, pupils do not like homework that, to be done well, requires an excessive amount of time and effort. Obviously, there will be enor-

mous individual variation in the time taken to complete a task. Some pupils can compose a poem almost in the time it takes to write it out, whilst others will deliberate for hours over a choice of phrase. But sometimes homework assignments take even the most able an unreasonable amount of time. Related to this is the imbalance between amount of work set on different days so that one evening pupils hardly have any work and the next evening they are overloaded. This can be particularly irritating if work has to be handed in the next day, so that there is no opportunity for pupils to space out the work themselves.

10 Thirdly, there is the question of feedback. Having spent time and effort on completing an assignment, pupils expect adequate feedback. To hand in a difficult piece of work only to receive it back several days or even weeks later with a cursory tick, is frustrating and disappointing. 11 Some of the pupils' resentment or frustration will be communicated to parents. Parents, in turn, object when the task is not specified and explained adequately. In spite of this, for parents, homework is often the most available feedback on both their child and the school. Once children go to secondary school, apart from open evenings or days, parents have little access to a view

of life at school. Homework provides an opportunity if not to look inside, at least to be aware of one aspect of school life. If they wish, parents are able, via the homework, to see what topics are being covered and at what level. They can also view the quality of their child's work according to their own judgment and in the judgment of the teacher through his or her comments. They will, in addition, be made aware of the regularity or otherwise of feedback from teachers.

12 For those parents who have time, the opportunities to help their children are considerable. Even where their knowledge of a subject is not great, parents may be able to assist by listening or by "testing" whether something has been learned. The recently published study by Jennie Hewison and Bill Schofield has shown how valuable parental help can be to children's reading progress. Finally, for some parents, homework provides a legitimate reason for keeping their children off the streets.

13 There are some advantages to teachers where pupils do homework. More class time will be available for activities that need the presence and expertise of the teacher or interaction with other pupils. There are, however, a number of difficulties.

14 Teachers must devise suitable tasks for the whole group,

which fit into the current phase of work and which can be completed without needing the complex apparatus normally only available in school. They have to collect — no simple task in a large school — and mark the work, provide detailed feedback to the pupils, and chase up those who have not completed the assignment. The comments and marks must be recorded so that the monitoring of individual progress is possible. All these tasks take time and energy and teachers will only be able to do them adequately if they are seen as important and time is allowed for them.

15 There is a further difficulty for teachers. If they load homework on to those pupils who do not appear to be academically able, they may be accused of forcing an unsuitable diet on unwilling customers, just because this is considered suitable for more academic pupils. If, on the other hand, they do not do so, they are likely to be accused of having low expectations and of making it harder for an uninterested learner to be motivated. This dilemma is bound up with the examination system and the influence it exerts on secondary education.

16 Much of this discussion has assumed that pupils have quiet and privacy at home in which to do their homework. But what if, as in the American findings of the

1930s, this is not possible and work has to be done in noisy, distracting living rooms or in competition with television? What if the pupil has a paid job after school or has to collect and look after younger siblings? In the case of less-than-ideal study facilities at home, is there any way in which schools can help?

17 It might be possible to have a homework room in school where pupils could, if they wished, stay on after school to study. Teachers needed to supervise this extra provision could perhaps be allocated free time in lieu during the normal school day. Where pupils have jobs or have family responsibilities after school the position is harder to resolve. One possibility might be to organise a supervised study area during the normal lunch hour. Although this has the obvious disadvantage of "work" all day without relaxation, it would at least support some pupils.

18 While we have the present system, homework, though in some ways regrettable, is necessary. The aim must be, therefore, to use it in the most flexible and efficient manner.

Peter Mortimore is Director of Research and Statistics, IEEA. The views expressed in this article are not necessarily those of the authority. Jo Mortimore is an educational researcher.

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Tuesday, April 7 1981

## STRUCTURE DU TEXTE

Dans le chapitre précédent "Les Enchaînements", nous avons étudié les différents éléments qui participent à la structure d'un texte. Nous avons vu, en particulier, le rôle important de la première phrase d'un paragraphe dans la détermination de cette structure.

De plus, la première phrase d'un paragraphe présente souvent une information générale qui sera développée et/ou illustrée dans ce paragraphe. Avant de lire un texte, la lecture de la première phrase de chaque paragraphe permet donc d'obtenir bon nombre d'informations et de prévoir la localisation d'idées qui s'y rapportent.

Nous vous présentons ci-contre, une 'réduction' du texte "Doctors who make pain", qui se compose de la manière suivante :

- le paragraphe 1 en entier, qui introduit le texte;
- la première phrase uniquement des §2 à §14;
- le paragraphe 15 en entier, qui est la conclusion du texte.

### Exercice 8 :

Après avoir lu cette réduction, lisez les questions qui suivent et pour chacune d'elles :

- notez le numéro des paragraphes qui selon vous contiennent les éléments de réponse.
- indiquez les éléments de réponse dont vous disposez déjà.
- reportez-vous seulement ensuite au texte original et complétez vos réponses (évitez de donner les exemples, donnez les informations essentielles).

## Doctors Who Make Pain

**1** María de los Angeles Sanhueza Ruiz was arrested at 11 a.m. on March 31, 1982, by agents of Chile's dreaded Central Nacional de Informaciones—the secret police. Like thousands before her, she was shown no arrest warrant. Instead, she was blindfolded and driven directly to a secret detention center near Rancagua, 40 miles south of Santiago. There, she was systematically tortured. She was repeatedly punched in the face, forced to wear earphones with music blaring at a deafening volume, burned with a lighted cigarette and made to strip while women placed spiders on her body. She was also tied to a chair and given steady jolts of electricity. But the shock treatment was stopped after a few hours—at the direction of a doctor. His job was to make sure Sanhueza lived through the torture so that she could be tortured again.

**2** Increasing evidence shows that hundreds of doctors on nearly every continent may be assisting in torture.

**3** Though torture had its beginnings in antiquity, it was only in World War II, with the horrible "medical" experiments of Nazi doctor Josef Mengele, that physicians began to play a prominent role in the torture chamber.

**4** **Claims:** No one knows the full extent of torture in the world—or how many doctors are involved.

**5** The problem is indeed proof—or the lack of it.

**6** Few countries ever investigate allegations of doctors' involvement in torture.

**7** Those actions may not amount to very much.

**8** Not all of the torture that doctors participate in is physical.

**9** **Tranquillizers:** In many cases, doctors prescribe potent drugs that affect health or behavior.

**10** The Soviet Union insists that dissidents are in mental institutions solely because they were legitimately diagnosed as schizophrenics.

**11** The troubling question is why doctors participate in torture.

**12** Physicians may feel that they are actually helping victims by keeping them alive or by healing their wounds when the punishment is over.

**13** **Bodies:** Doctors do keep torture victims alive—but not for humanitarian reasons.

**14** Another job of the doctors is to keep physical scars to a minimum.

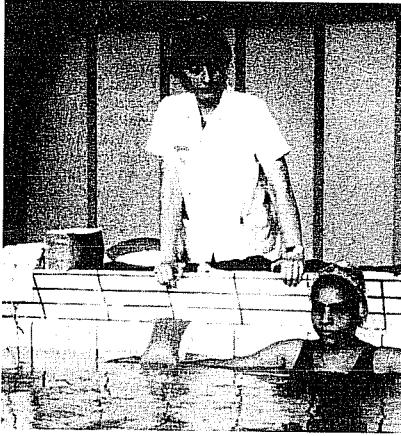
**15** A major problem in treatment, Genefke maintains, is that doctors were involved in the torturing. "We have learned that there are many things as a doctor that you must never do with torture victims," she says. "Routine hospital procedures will often remind a patient of the torture he has been through." Particular problems are blood tests and electrocardiograms. But there are other painful memories as well. Some of them, of course, are of doctors themselves.

1. Pourquoi est-il difficile de savoir dans quelle mesure les médecins participent à la torture ?

2. Quelles sont les différentes formes de torture pratiquées ?

3. Pour quelles raisons les médecins participent-ils à la torture ?

la TORTURA en  
CHILE



Photos by Peter Marlow—Magnum

*Rehabilitating a former prisoner, Amnesty International report on Chile, Genefke: 'Their worst moment was when a doctor came in'*

## Doctors Who Make Pain

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**2** Increasing evidence shows that hundreds of doctors on nearly every continent may be assisting in torture. They give physical examinations to determine how much pain a prisoner can take. They sometimes dispense drugs so that victims will not have heart attacks while undergoing shock treatment. They sign false death certificates, insure that no lasting marks remain on prisoners who survive their ordeals and dream up new and more effective ways of inflicting pain. Sometimes their very presence is a source of torment. Says Inge Kemp Genefke, who runs a clinic in Copenhagen to assist torture victims: "Some of my patients tell me that their worst moments in the torture chamber was when a doctor came in. They would think, 'Thank God.' But all the doctor did was to advise how to get more effect from the torture—the best ways to twist a broken limb."

**3** Though torture had its beginnings in antiquity, it was only in World War II, with the horrible "medical" experiments of Nazi doctor Josef Mengele, that physicians began to play a prominent role in the torture chamber. In 1975, six years after the British Parliament found doctors helping the Army torture suspected Irish terrorists for "humanitarian" reasons, the World Medical Association published a code of ethics barring physicians from participating in torture. The United Nations General Assembly passed a similar measure last December in the wake of hundreds of allegations about doctors throughout the world. Most Western doctors take the Hippocratic oath, vowing in part to "exercise [their] art solely for the cure of [their] patients." But in some countries, notably the Soviet Union, physicians pledge their service to the state and "the people" instead.

**4** **Claims:** No one knows the full extent of torture in the world—or how many doctors are involved. Amnesty International estimates that torture is unofficially condoned in 41 countries; the United Nations puts the figure at 51. "These are places where the policy is terrorism, where disappearances, mutilation and torture are gruesome and systematic," says Alfred Gellhorn, who co-authored a study of torture in Uruguay for the New York Academy of Sciences. Some experts contend that the "doctors" whom torture victims confront are actually police or army officers posing as physicians. "I do not believe that most claims of doctors participating in torture are true," says Antonio Gantil Martins of Portugal, the president of the World Medical Association. "It is very easy to accuse but I have never been given enough proof that the claims were true."

**5** The problem is indeed proof—or the lack of it. Few governments will admit to condoning torture, and prisoners generally make poor witnesses. Most are blindfolded so they cannot identify their tormentors later. Those who do get glimpses of interrogators are often too terrified or incapacitated afterward to speak out. But many former victims, some of them physicians themselves, insist that doctors and not impostors are involved. "The way he handled us, his movements, his vocabulary were all unmistakably those of a doctor," Manuel Almeyda, a Chilean physician who was imprisoned two years ago, says of a man who examined him in a torture cell. Even though some victims were blindfolded, they insist they can still tell who their tormentors were. "This is a small country," says a former inmate of Uruguay's notorious La Libertad prison. "You know who these doctors are. You know who has tortured you. You can always remember their voices."

**6** Few countries even investigate allegations of doctors' involvement in torture. A rare exception, ironically, is Chile. Last May, Amnesty International issued a comprehensive report contending that "the use of torture has been a constant feature" of Augusto Pinochet's regime—and that trained medical personnel were involved. But this year, when María Sanhueza alleged that an army doctor, whom she said she could identify, had supervised her electrical-shock torture, Chile's national medical association, Colegio Médico, opened an investigation. "We have been receiving information for years that doctors are participating in torture," said Juan Luis González, president of the association. "But only recently have we received the information to make a legal investigation and take the necessary actions."

**7** Those actions may not amount to very

much. In 1981 the Chilean government revoked the medical association's power to set professional standards. Even if the Colegio takes its harshest action against doctors—expulsion—it could not stop them from practicing. And though the organization is continuing its probe into the Sanhueza case and investigating eight other doctors as well, its ethics committee is moving very slowly. "[We are] extremely apprehensive lest the wrong physician be implicated," said committee chairman Carlos Trejo. "This would be a stigma nearly impossible to overcome." Amnesty International has mixed feelings about the Sanhueza inquiry. "This is the 10th year of the Chilean junta and this is the first case against a doctor," says James Welsh, medical coordinator of the London-based organization. "While it is significant, it is impossible to say it represents the start of an upsurge."

8 Not all of the torture that doctors participate in is physical. Psychiatrists often design methods to increase a victim's mental anguish. They isolate prisoners, deprive them of food and punish them for exercising privileges they had enjoyed the day before. They put them before mock firing squads or keep them awake for days. Some victims are forced to listen to their spouses or children being tortured; others are given false or misleading information about life outside prison walls in order to disorient them.

9 **Tranquillizers:** In many cases, doctors prescribe potent drugs that affect health or behavior. Some medications are intended to cause physical pain, cramps, fever or fainting. In other cases the intention is less clear-cut. The Soviet Union administers such tranquilizers as haloperidol, triflazin and Aminazine and antidepressants such as Sulfaizin to dissidents in mental institutions. Heavy doses of those drugs can induce psychotic effects in otherwise healthy patients. "The triflazin made me writhe and my legs began to twist about in a ridiculous way," recalled Vladimir Tsurikov, 35, a former dissident sent to a Soviet psychiatric hospital. "The Sulfaizin made me unable to walk. I had sharp pains in my buttocks and fainting fits, and my temperature rose to 104 degrees. I was shivering and my tongue was hanging out. This lasted a week."

10 The Soviet Union insists that dissidents are in mental institutions solely because they were legitimately diagnosed as schizophrenics. But Western human-rights organizations charge that the Soviet definition of schizophrenia is so vague that it can easily be abused. In fact, the Soviets have developed some unusual theories to justify confining political dissenters to psychiatric hospitals. One such diagnosis is "sluggish" schizophrenia, a loosely-defined condition under which psychotic symptoms rarely—if ever—appear. Another is "delusions of



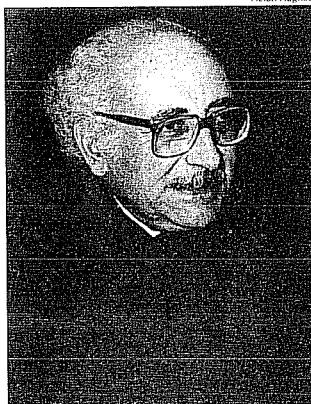
Therapy in Copenhagen for a torture victim: *Memories*

reformism," a classification that can apply to "anything from distributing leaflets to wanting to emigrate," according to Cathy Fitzpatrick of Helsinki Watch, which monitors violations of human rights.

11 The troubling question is why doctors participate in torture. Some, apparently, are either directly or indirectly pressured into working with the agents of repressive regimes. "It takes a lot of moral courage to stand up and say, 'This is wrong,'" says Welsh of Amnesty International. "These doctors see what is happening to the victims of torture and know that they themselves could be in that position." Still, most experts believe that many doctors act voluntarily.

12 Almeyda: 'The way he handled us . . .'

Helen Hughes



13 Physicians may feel that they are actually helping victims by keeping them alive or by healing their wounds when the punishment is over. But the World Medical Association's Martínez rejects that argument as "misplaced humanitarianism." "If you are going to cut off someone's head, a doctor can do a better job of it than the executioner," he says. "But I don't believe the doctor should be in the business of killing. If society wants to do it, it must find its own means."

14 **Bodies:** Doctors do keep torture victims alive—but not for humanitarian reasons. They help prolong the agony, often with the expectation that when victims are released their experiences will be a frightening lesson to others. "Torture is used more and more to terrorize entire populations into submission," says Gretchen Ellis of Christians for the Abolition of Torture, a Paris-based human-rights group. Where doctors are not present, as in Guatemala or El Salvador, victims have almost no chance of surviving. "People are tortured to death and there's no particular concern about all the bodies that accumulate," says Aryeh Neier, vice president of America's Watch in New York.

15 Another job of the doctors is to keep physical scars to a minimum. "If you want to appear to be fulfilling all the international rules, then doctors can play a useful role in making torture 'disappear,'" says Welsh. But mental scars are harder to erase. "After it was over, I had a number of problems," said Hector Martínez, who was tortured by the Chilean military police 10 years ago. "I was always anxious. I couldn't concentrate and I couldn't work." Martínez has since been helped by the University Hospital in Copenhagen, which has developed a special unit to treat torture victims. His symptoms, said Genefke, the clinic's director, were typical. And the therapy he received was standard: for physical injuries, at least one hour a day of physiotherapy and mild exercise; for emotional disorders, a long series of interviews in which he was encouraged to talk openly about the torture rather than repress it. Trying to forget, Genefke says, usually leads to a lifetime of anxiety and depression.

16 A major problem in treatment, Genefke maintains, is that doctors were involved in the torturing. "We have learned that there are many things as a doctor that you must never do with torture victims," she says. "Routine hospital procedures will often remind a patient of the torture he has been through." Particular problems are blood tests and electrocardiograms. But there are other painful memories as well. Some of them, of course, are of doctors themselves.

JOSEPH TREEN with MARTIN ANDERSEN and MARY HELEN SPOONER in Santiago, DONNA FOOTE in London, PAULA CHIN in New York, RITA DALLAS in Copenhagen and bureau reports

### Exercice 9 :

#### Etude du texte : The modern ark

Pour faire ce travail, suivez point par point la démarche qui vous est proposée, puis vérifiez avec la réponse qui suit.

- Lisez le premier paragraphe sans chercher dans le dictionnaire les mots que vous ne connaissez pas.

Malgré les difficultés de ce paragraphe, notez les éléments qui vous permettent de dégager un thème : .....

R [ Thème : Problème financier du zoo de Londres.  
Londres Zoo - 2m - ... 1.5m - ... finances - losses (cf. to lose). ]

- Lisez la première phrase du §2; le thème est-il confirmé ?.....

R [ Nature du problème = augmentation des coûts et diminution du nombre d'animaux.  
Oui. "the zoo's problem" = problème du zoo de Londres. ]

- Lisez la première phrase du §3; vous remarquez qu'il n'y a pas de lien avec le thème dégagé jusqu'ici. Cependant "critics respond" indique qu'il ne s'agit pas d'une nouvelle idée mais d'une suite du §2.

a) A qui s'opposent les personnes qui critiquent ?

b) A quel sujet sont-ils en désaccord ?

R [ b) au financement des zoos par les contribuables,  
a) aux supporters des zoos (§2) ]

De l'exemple du zoo de Londres, on passe au §2 au thème plus général du rôle des zoos et de leur utilité.

L'INTRODUCTION D'UN TEXTE, qu'elle comporte un, deux ou trois paragraphes, VOIT VOUZ PERMETTRE DE DÉGAGER LE THÈME DU TEXTE.

#### Note :

Il n'est pas nécessaire de chercher la traduction des noms d'animaux,

le contexte est souvent suffisant pour en indiquer l'espèce.

(to breed / bred/bred : élever (des animaux)

(a species : une espèce)

## The modern ark

1 Britain's new environment minister was greeted by a leaky ark: London Zoo is hoping for £2m to help plug the hole in its bank account. The zoo received £1.6m last year from the government and was told to prepare a three-year plan to get its finances back into order. It cut its summer charges to tempt the public, hired out its friendly but scruffy restaurants and considered (not for the first time) selling off its satellite open-air collection at Whipsnade. Losses continue.

2 The zoo's problem is familiar enough: rising costs and falling gates. Football clubs in the same position are left to scramble to find philanthropists (or to go public). Why should taxpayers take on zoos? Supporters of zoos argue that, as well as providing entertainment, they have three important functions: conservation, education and research.

3 Critics respond that conservation is better done in nature reserves, research in laboratories and education in schools. The public is rarely asked its opinion. But, when it comes to big "national" zoos anyway, taxpayers generally do cough up something. The 8,000-animal-strong London Zoo is the only national animal collection in the world without a regular subsidy.

4 Whether zoos should play a role in conserving rare animals from extinction is controversial. For a start, not everybody even agrees that conservation is worthwhile—let alone which species should be conserved. Second, zoos for a long time had a

bad reputation (no longer justified) as traders and masters of wild animals. Even now, many people feel that species should be allowed to die out in peace rather than eke out an existence in zoos. 5 Mr Gerald Durrell, the writer and founder of Jersey Zoo, was an early proponent of the argument that zoos can provide insurance against rare animals going extinct in the wild. He says that bringing the conservation lobby around to his way of thinking was like preaching war as a means of population control. That has changed, because zoos have been able to point to some notable successes. For instance, Pere David's deer, now extinct in China, are alive and well at Whipsnade and (thanks to the private efforts of the Duke of Bedford) at Woburn in Britain.

6 The pros and cons of whether captive breeding can help an endangered species are illustrated by the plight of the Californian condor—only about 20 of which survive in the wild. These huge vultures have been at the centre of bitter rows.

7 There are two camps. The first insists that, since man has driven the condors to the brink of extinction with guns, traps, pesticides and curiosity, he is duty-bound to step in and pull them back as best he can. The better-dead-than-bred lobby argues that human interference is the problem, not the solution—and that, even if condors could be rescued by captive breeding, it would not be worth it for a bird meant to spend its life soaring high over

the desert. In the words of one non-interventionist: "a condor is 5% feathers, flesh, blood and bone; all the rest is place".

8 In the 1960s, the "hands-off" lobby called the tune. The Californian state government decided to leave the condors alone and concentrate on protecting their habitat. DDT entered the scene and the population halved. So, in 1979, the state government changed its mind and launched a \$25m condor-recovery programme to breed the birds in captivity and to study the wild survivors. Rough handling put paid to that. The next year, 50% of the wild population's production was lost when a chick died of shock in the hands of a careless biologist. The shocked state government immediately suspended the whole project: both captive breeding and intervention in the wild.

9 In 1981, biologists watched in horror as, twice in the season, wild condors knocked their eggs off their cliff-ledge nest. So now, once again, the "hands-on" lobby is back in charge. Two eggs, laid by a wild female, have been hatched at California's San Diego Zoo. With Friends of the Earth breathing down their necks, the zoo's biologists are taking no chances: the chicks live in incubators and are fed chopped mice and vultures' vomit through the beak of a puppet condor. If they survive and prove to be females, they can be mated with the three males in the zoo.

## Zoos as cradles

10 Playing at Noah has pitfalls. First, there are genetic problems. Small, inbred groups of captive animals can become infertile, develop harmful mutations (that would normally be eliminated in the wild) and evolve "inappropriate" behaviour—eg, tameness. 11 Some of the 61 captive okapis (rare, central African antelopes related to giraffes) have a chromo-

mosome fault that may affect their ability to breed. A study in Poland showed that pheasants released from captivity after 20 generations survived only half as well as the offspring of wild-born pheasants reared in the same way. Vulnerability to predators, weather and starvation had all been increased by generations in captivity.

12 Inbreeding can be avoided only by keeping large stocks of each species: 500 is usually about the minimum for a large animal. That is not cost-effective for any one zoo: 10 tigers do not bring in five times as many visitors as two do. Shared ownership and regular swapping of blood lines among collections is now being encouraged.

13 Some genetic problems can be avoided by regular screening for abnormalities and carefully kept stud books. Artificial insemination can help. It may soon be used to overcome the obstinate celibacy of giant pandas. Wild Indian cattle called gaur have even been persuaded to superovulate with hormones and their eggs then implanted in cattle. This is possible because the physiology of cattle-like animals is well understood. Other species are unlikely to benefit. But one day it may be possible to hold banks of frozen embryos almost indefinitely.

14 Ideally, the aim of captive breeding is not to confine rare animals to zoos but to reintroduce them into the wild. That is proving even more tricky. Often, the "wild" no longer exists: that is why the species is rare in the first place. Sometimes, the game proves dangerous to other species—including man. (Charges that a hand-reared tiger turned man-eater when released forfeited a lot of sympathy for tiger conservation in India, despite strenuous denials of the charges from the tiger's original owner, Mr Billy Arjan Singh.)

15 A few successes help counter-



Source: International Zoo Yearbook

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balance the failures. Hawaiian geese are back in Hawaii in strength, thanks largely to the release of birds bred at Sir Peter Scott's Wildfowl Trust in England. A tiny herd of Arabian oryx is now free in Oman. These elegant antelopes were bred by San Diego Zoo and Arizona's Phoenix Zoo when their brethren were exterminated in the wild by hunters.

26 Still, using zoos to save species is like fighting a forest fire with a water pistol. The director of New York Zoo, Mr Bill Conway, estimates that, if all American zoos allocated half their space to breeding rare animals, they could hold viable populations of 2,000 species at most. Many thousands more would go extinct. So which species do you choose?

27 Some would go for the evolutionary oddities: eg, aardvarks,豪猪和oleodons. Economics favours charismatic creatures like tigers and pandas. Jersey Zoo has found it difficult to interest other collections in the rare Mayotte lemur, because it is small, brown and inactive. Mr John Knowles, founder of Marwell Zoo in Hampshire, says zoos are having to adopt a policy of ignoring hopeless cases and those that might recover without help in favour of marginal ones. Thus it has been agreed to abandon to their fate the four surviving males of the dusky seaside sparrow, an American bunting.

28 Even when feasible, saving species in zoos is expensive. Mr Conway estimates that it would cost \$25 billion to look after 2,000 species until the end of the century. Reintroduction into the wild is costly, too. New York state's Cornell University has released more than 300 peregrine falcons in a bid to repopulate DDT-decimated eastern states of America. So far, it has cost more than \$5,000 a bird and there is a long way to go.

29 Sceptics argue that such money would be better spent on protecting a stretch of wilderness. That view rests on the assumption that suitable wild stretches exist—and that protecting them is politically feasible. Mr Knowles questions whether, for instance, the Amazon rainforest can be kept out of bounds to poor and land-hungry Brazilians. Wilderness and development are uneasy bedfellows. Rich western countries, Mr Knowles argues, should make their own efforts to salvage what species they can from the wreckage.

30 Zoos not only see education as one of their purposes. They have also found that people who feel

that they have learned something on a day at the zoo tend to come back—and bring others.

31 Formal education is expensive. London Zoo, which handled more than 60,000 children last year, pays for several full-time teachers and a teacher-training course in biology. One of the main reasons that it maintains a large collection of similar species of tamarin monkeys is that the animals demonstrate a spectrum of evolutionary adaptations. Mind, the zoo also exports its skill: teachers for a new zoo in Qatar will be trained at London Zoo. Smaller zoos, like Marwell, are able to run teaching centres only with government help.

32 Informal education is largely a matter of sensible layout and good, clear labelling. Visitors consistently misidentify animals: in one safari park, cattle were often mistaken for gazelles. American zoos generally take trouble to enliven labelling: eg, "Olga, the walrus, appears to enjoy splashing, squirting and making raucous sounds at people".

33 Many zoos are now taking more trouble, too, to put animals from the same geographical region in the same part of the park. Toronto Zoo takes care that birds in its aviaries are among appropriate species of plants. And so on. Not everything works equally well everywhere. Even some Americans are now sceptical about their zoos' heavy use of graphics, films, "biograms" and the like. An experimental audio-visual display about marmosets at Regents Park was poorly attended.

34 Zoos, like sports clubs, sometimes fret that television is keeping spectators away. Why go to the zoo when Mr David Attenborough will bring gorillas into your living room? But the point is contested. Television can help zoos by whetting people's appetite for the real thing. And zoos can capitalise on doing what television cannot. For instance, the Himeji city aquarium in Japan has built a special "touch tank" where children can handle rock-pool creatures such as crabs and starfish. The aim is to overcome the fear of creepy-crawlies that an urban childhood engenders.

35 London's Institute of Zoology is probably the leading zoo-based research institute in the world. Some newer collections, notably the Wildfowl Trust and the San Diego Zoo, have also earned solid reputations for research. Unsurprisingly, much of the work is concerned with disease, nutrition and reproduction in

wild animals. And the point of the exercise is primarily to improve the husbandry of the collections.

36 Zoos can point to spin-offs for human medicine and agriculture. The initial stages of the recent development of a vaccine against hepatitis-B owed much to the chimpanzees of London Zoo. During routine blood testing, three chimps were found to be sub-clinical carriers of hepatitis-B and rich sources of antibodies to the virus—producing 1,000 times as much as human beings. Without the chimps, the vaccine might have taken much longer to develop.

37 Similarly, work on a vaccine against leprosy has hinged on the discovery that armadillos are the only non-human creatures which can get the disease: leukaemia sufferers may have reason to thank capybaras. But is this more than serendipity? With the exception of primates, zoo animals are not regularly screened for useful products. Nobody seriously expects aardvarks to hold the cure for cancer. And, as a source of medical materials, zoo animals are being increasingly overshadowed by genetically-engineerable microbes.

38 Farmers may have more to gain from zoos. Several African antelope, such as eland and oryx, are proving efficient replacements for cattle in the tropics and animal geneticists are keen to share in London Zoo's (so-far-unsuccessful) attempts to import the giant wild Marco Polo sheep from Uzbekistan. Zoos have also contributed to work on animal psychology. But, again, too much should not be made of this. When Britain's Chipperfields brought lions to Longleat, it suggested that it was an unparalleled opportunity for research on lion behaviour "in the wild"; zoologists preferred the Serengeti plains in Africa. Likewise, the Wildfowl Trust has done pioneering work on bird navigation—but using homing pigeons rather than wildfowl.



Captive breeding?

and scrawny, pacing lions.

39 It may be that simply chasing profits does not improve zoos. It is certainly true that many of the "entertainment" zoos are themselves finding the going rough. Chipperfields once boasted that it could make London Zoo profitable overnight. Its experience of safari parks may have made it think again. Lions on the lawns of stately homes caught the public attention only briefly, and attendances at safari parks have fallen faster than at zoos. Britain's Chessington Zoo, now more of a funfair, is in as much trouble as any other zoo.

40 There are two options left to zoos like London to improve their finances: fewer species and better exhibits. Most collections have cut down on the number of species they keep and are concentrating on certain groups of animals: eg, parrots at San Diego, small mammals at London. Even so, the large "national" collections like London and West Berlin see it as their duty to keep representative collections—at Marwell, the commonest complaint in the visitors' book is "why no elephants?".

41 But there are signs that the public is accepting the specialist zoo. Last year, Walsrode Bird Garden in West Germany attracted more people than any zoo in Britain. There are also exciting new possibilities in exhibiting difficult creatures like fish and insects. Mr David Jones of London Zoo dreams of an aquarium in Regents Park to rival the spectacular indoor coral reef in Hong-kong Zoo. That, however, would require capital, of which London has always been starved.

### Exercice de titres :

La dernière phrase du §2 annonce le thème des trois principales parties du texte : "they have three important functions : conservation, education and research".

La reprise de ces termes au §4 : "conserving rare animals"  
au §20 : "education"  
au §25 : "the leading zoo-based research institu  
nous permet de découper le texte de la façon suivante :

§4 à §19 : le rôle de préservation des espèces des zoos.

§20 à §24 : le rôle d'éducation des zoos.

§25 à §26 : le rôle de recherche des zoos.

Remarquez que le thème d'une partie se trouve souvent confirmé au début des paragraphes qui la composent. Exemple : le thème annoncé au §20 ("education") est repris au §21 ("formal education") et au §22 ("informal education").

- Pour faire ces exercices, suivez point par point la démarche qui vous est proposée; surtout ne regardez le corrigé qu'à la fin des quatre exercices.

La partie §4 à §19 intitulée : le rôle de préservation des espèces des zoos, se subdivise en quatre sous-parties :

§4 à §9 : .....

§10 à §14 : .....

§15 : .....

§16 à §19 : .....

(vous noterez ici les titres en effectuant les exercices)

- 1) §4 à §9 : a) soulignez dans la première phrase du §4, le mot qui indique le thème de cette sous-partie.  
b) soulignez dans le début des §5 à 9, les mots qui confirment ce thème.  
c) donnez un titre à la sous-partie.
- 2) §10 à §14 : a) soulignez dans la première phrase du §10, le mot qui indique le thème de cette sous-partie.  
b) lisez le début des §11 à 14 pour avoir confirmation du thème.  
c) donnez un titre à la sous-partie.

- 3) §15 : a) soulignez dans la première phrase de ce paragraphe les mots qui indiquent le thème de cette sous-partie.  
b) donnez un titre à la sous-partie.
- 4) §16 à §12: a) Lisez la première phrase du §16; vous remarquez qu'elle n'annonce aucun thème nouveau. Continuez donc à lire jusqu'à ce que vous pensiez avoir trouvé le thème et soulignez-le.  
b) lisez le début des §17 à 19 pour avoir confirmation du thème; soulignez dans la première phrase des §18 et 19 le ou les mots qui indiquent un second thème.  
c) Donnez un titre à la sous-partie.

Questions :

Avant de répondre à chaque question, recherchez d'après le découpage et les titres quelle partie développe le thème concerné, et lisez-la entièrement avant de formuler votre réponse.

1. Quels sont les trois aspects du rôle éducatif des zoos ?

2. Quels sont les quatre domaines de recherche auxquels les zoos participent ?

3. Quelles sont les solutions envisagées pour remédier au déficit des zoos ?

### **III - CONCLUSION**

L'approche du texte suggérée par ces exercices successifs pourrait se résumer de la façon suivante :

- lire le premier paragraphe (et parfois un peu plus) pour dégager le sujet du texte,
- lire la première phrase de chaque paragraphe pour déterminer la structure du texte et les différents thèmes abordés,
- lire le texte de façon "active", c'est-à-dire en recherchant les informations qui se rapportent à chaque thème.

Nous avons pu vérifier que, de façon générale, cette approche fonctionne sur tous les textes que nous proposons à nos étudiants. Elle devrait permettre de dégager rapidement de tout texte de type informatif, peu spécialisé, l'essentiel du contenu. Il n'est pas impossible d'envisager qu'elle puisse également s'appliquer à des textes plus spécialisés, mais nous n'avons pas eu, jusqu'à présent, l'occasion de le vérifier.