LIRE ET COMPRENDRE UN TEXTE INFORMATIF

Jacqueline BILLANT
Pascale FADE

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**


(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 avons 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
- to increase
- inquiry
- to intend
- to involve
- issue
- a lack of
- level
- link
- main
- a means

améliorer
augmenter
une enquête
avoir l'intention
impliquer
un problème, une question
un manque de
un niveau
un lien
principal (adj)
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 - adjetif (un ou plusieurs) (éventuellement précédé d'un adverbe).  
3 - un nom en position d'adjetif.  
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 :  
- adjectifs  
- substantif-noyau  
- déterminant  
- nom en position d'adjetif

*La jeune étudiante en psychologie normal et non sadique.*

Toute connaissance nouvelle vaut de l'or.

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

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 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 seule) 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 prestige.

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

2 : cable TV
   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 :

Traduissez dans les exemples suivants les groupes nominaux soulignés.

1. The largest-selling classical piano in history, he made more than 2000 records, which sold 10 million copies.

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

3. His produced results, says Professor Pickwick, that were "very impressive". The more the squiggles are the longer the string, the better the brain.

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

4. Because child labor means cheap labor, the young—especially 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, wrote in one of the world's toughest 400-mile foot marches in 1989.

7. Significantly, this group included all five childreless 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.
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**

5 Having failed to kill off the Social Science Research Council, is the government now trying to colonize 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 name logo is even now on the drawing board). And the new chairman designate, who will follow Michael Foot onto the last 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 8th economist to head the body (the only exception has been Michael Young — Lord Young of Dartington — in the free-thinking 1960s). In spite of his political connections, Hague is residually a Heathite rather than a “pink montagnard,” believing in some intervention rather than laissez faire.

6 He came up by the grammar school route — like so many of the new Thinkers — 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 This Week that the name change by then? It looks unlikely.

**New Society 11 August 1983**
The illness jamming a town

by Gareth Hav Davies

A TOWN that suffers from some of the worst holiday-time traffic jams in Britain is waiting for work to start on a bypass - 35 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 1983 and managed to complete his 1,300-page report only last February.

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 whole court processes would have to be repeated. An inspector should have a deputy, who would see all the papers and could take over if the inspector was unable to continue." Mills was not immune 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 illness caused by Fay's illness and compounded by the length (196 days) and controversial nature of the inquiry.

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

The town is the first obstacle in the West Country on the A30, the main road running to Cornwall. It comes at the end of an awkward series of roundabouts and sharp bends, followed by the long stretch north to Exeter. Many of the investigators were left wanting for more information and were frustrated by the large amount of time taken. Mills was clear about the necessity for the bypass, but it was still not a major issue. The controversy was over whether there should be a bypass. Locals, as well as motorists, have grown increas-
ingly frustrated by the tailbacks through Okehampton's cramped high street.

5 THE SUNDAY TIMES, 7 AUGUST 1983

---

I - Lisez la première phrase du texte jusqu'"'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 a 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 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 ?
1 - 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.

4 Même dans l'habillement féminin, jadis prospère, les temps sont devenus plus durs. Passé de la grossière « confection » au prêt-à-porter elle, ce secteur (plus de 10 milliards de francs de chiffre d'affaires) s'est épuisé au cours des années 60, grâces 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 très nombreux se sont rejoinrent autour d'un gigantesque, qui, dans les années 70, s'est mis à ralentir : la demande intérieure s'est rallongée (les Français consomment une moins grande part de leur budget à l'habillement), et les importations ont doublé entre 1976 et 1979. Paradoxalement, au niveau du détail, on a assisté à l'élosion 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 distribution. », 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 binaire. Son frère Maurice en a charge la création, tandis que lui se réserve la gestion. « C'est en 1962 que nous avons ouvert notre premier magasin, a été inaugurée trois ans plus tard. À l'époque, nous étions un petit bâton et nous avons commencé par un chiffre d'affaires de 500 millions de francs, soit 20 % de plus qu'en 1979. Grâce à quelques sages précautions, nous avons pu maintenir la croissance. 

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, et a « minette » si « mêlée ». 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 tailleurs.

5 « Deuxième règle : privilégier la rentabilité par rapport au chiffre d'affaires. » Un chef d'entreprise, c'est faire pour gagner de l'argent, pas pour aligner des statistiques », se confie-t-il. Il garde l'œil sur sa cash flow, qui était de 12 % l'an dernier. Prudent, il fait fabriquer par des faiseurs de 30 à 30 % de sa production, pour « avoir des amortisseurs » en cas de retentissement de la demande et préserver l'emploi de ses 680 ouvriers.

6 « Troisième règle : même en période difficile, ne pas sacrifier les investissements. » Ainsi, en mai, les frères Weinberg ont-ils lancé un entrepôt de 4 800 m² 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 inaugurer une politique de marque qu'ils n'avaient pas abordée jusqu'alors.

- Au §2, "cette dispersion" reprend "l'éclosion d'une multitude de petites boutiques."
- Au §3, "ils" reprend "Sammy Weinberg" et "son frère".
- 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 'Drug 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 Filippo Cama, a wealthy organiser, was shot dead by two men in his car as he left the 16th century monastery of Santa Maria del lago on the outskirts of the city.

1. In a drawer beside his wallet was a loading weapon that was not found, and L10,000 in cash. The rumours started to fly at once. No one doubting that the killing was connected with the Mafia. But how? Some claimed that the monastery of the Benedictines had been used as a secret graveyard for the "honourable society"; others that Don Filippo had made a false step in that twilight world where politics and crime in Sicily is eternally working.

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

3. For the mayor of Palermo, the traditional Mafia capital in depressed western Sicily, has lived through a bloody year.

4. Last year 198 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—two of the old feudal Mafia of the vehicles has been passed on to a new and yet more ruthless variant.

5. The change reflects a new shift in economic interests. The old Mafia grew from the fragmented organisations which protected the interests of Sicily's powerful (and often absent) landowners. With land reform in the 1950s, and the gradual industrialisation of the island, it moved from the countryside to the towns, began building up powerful, smuggling, kidnapping and embezzlement.

6. In the last few years however, all this has been accelerated, in Palermo terms terms to a new involvement in the growing international drug trade. The U.S. Drug Enforcement Agency now estimates that one third of the 400 tonnes of pure heroin traded every year passes through Sicily. These 30 tonnes have an estimated street value of some $300 — enough to buy in the total turnover of Fiat, Italy's biggest private industrial group.

7. It has been a gradual development, but from the so-called "Sicilian connection" it is understood by investigators to have largely replaced the French connection in the drug traffic between Europe and the U.S. Dramatic confirmation came just last month when police arrested Sig. Giovanni Alberi, believed to be a leading figure in the "maffia" operation along with six other accused of an apparently deserted journey to Palermo. Three of them were French, including a long-time Sicilian drug dealer.

8. In another building was found a Simplified 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.

9. To protect these crucial new interests, the Mafia has also been able to gain in power and strength in the organized and legal political world. The widely praised Christian Democrat president of the region has been among those who died. Most recent of the Calabrian militants ("Illustrious parasites" as they are known) was Ceci, Provenza Costa, the city's public prosecutor, shot dead one evening in early August in central Palermo.

10. His death attracted relatively little attention, coming in the wake of the Palermo nationalization, but Sig. Costa was probing by all accounts into that most sensitive area of all —the matter of laundering bank accounts and financial interests which serve to launder the proceeds of the drug traffic.

Le présence d'un anaphore 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 = les anciens intérêts économiques de la Mafia).
9. In another building: cette expression complète l'expression du § 6: "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 "Uon 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:

97. 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 développant 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' announce un contraste).

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

4. What are the individual
tasks of pupils doing these tasks at

5. What are the individual tasks of pupils doing these tasks at

6. What are the individual tasks of pupils doing these tasks at

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

Au §5, "also" (plus le 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 §13.
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 §13
4. a) Soulignez dans le début du §8 la phrase qui annonce les trois points développés ensuite et qui indique leur contenu.
       b) 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 §16, 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 evidence about homework. What exists is from research carried out in the 1930s which stressed the problem of homework affecting the health of children. Homework, as such, was not considered to be a problem, but the amount of time spent on it, especially in poor families, was seen as problematic. In the 1950s, the emphasis was on the systematic assessment of homework as an indicator of academic efficiency, and the need for systematic appraisal of its worth.

2. However, this is not the case. Most homework is still done, but whether it is effective or not is not always clear. There are a number of tasks that pupils often enjoy, such as creative writing, but these are not always to the benefit of the pupils. In some cases, homework is used as a way of testing the pupils, but this is not always the case. The amount of homework that is given is often too much for the pupils, and this can lead to stress and burnout.

3. Homework, at least for those who work at home, seems to be an accepted part of secondary schooling. The pressure on teachers to give homework is intense, and this is often reflected in the amount of homework that is given. Teachers are expected to provide pupils with homework, but this is not always the case. The amount of homework that is given is often too much for the pupils, and this can lead to stress and burnout.

4. The second question is what are the advantages of pupils doing these tasks at home? Pupils will have the opportunity of working by themselves and being unaffected by what their peers are doing. They can take their time away from the hustle and bustle of a busy classroom, and the interruptions of a bell or even the sound of a noisy room. This is the opportunity for a second shot at a piece of work, and the benefit of constructive marking moments, an opportunity which is fairer in schools, but frequent use with older students in colleges and universities.

5. There is also the extra time available. The potential of this resource is obvious if one looks at the results of the 1991 study on homework. Pupils were expected to complete about one hour of homework each day, and this was seen as an effective way of reinforcing what had been taught in class. However, this is not always the case. Homework is often given as a punishment, and this can lead to stress and burnout.

6. However, this is not the case. Homework provides a valuable opportunity for learning, but it does not mean that all tasks are equally important. There are a number of tasks that pupils enjoy, such as creative writing, and these are often given as homework. The amount of homework that is given is often too much for the pupils, and this can lead to stress and burnout.

7. Finally, homework may have a symbolic importance, in emphasising that teachers provide pupils with information not given in class. This is not always the case. Homework is often given as a punishment, and this can lead to stress and burnout.

8. The second question is what are the advantages of pupils doing these tasks at home? Pupils will have the opportunity of working by themselves and being unaffected by what their peers are doing. They can take their time away from the hustle and bustle of a busy classroom, and the interruptions of a bell or even the sound of a noisy room. This is the opportunity for a second shot at a piece of work, and the benefit of constructive marking moments, an opportunity which is fairer in schools, but frequent use with older students in colleges and universities.

9. There is also the extra time available. The potential of this resource is obvious if one looks at the results of the 1991 study on homework. Pupils were expected to complete about one hour of homework each day, and this was seen as an effective way of reinforcing what had been taught in class. However, this is not always the case. Homework is often given as a punishment, and this can lead to stress and burnout.

10. However, this is not the case. Homework provides a valuable opportunity for learning, but it does not mean that all tasks are equally important. There are a number of tasks that pupils enjoy, such as creative writing, and these are often given as homework. The amount of homework that is given is often too much for the pupils, and this can lead to stress and burnout.

11. Finally, homework may have a symbolic importance, in emphasising that teachers provide pupils with information not given in class. This is not always the case. Homework is often given as a punishment, and this can lead to stress and burnout.
However slight, individual variation in the time taken to complete a task. Some pupils can complete a problem almost in the time it takes to write it out, whilst others will deliberate for hours over a choice of pieces. But sometimes, homework assignments take even the most able, an understanding of the problem and to this is the hallmark of work on different days so that one evening pupils hardly have any work and the next evening they are overwhelmed. This can be particularly frustrating if work has to be handed in the next day, as that there is no opportunity for pupils to sort out the work themselves.

Fourth, there is the question of feedback. Having spent time and effort in 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 is frustrating and disappointing. Some of the pupils' resentment or frustration will be communicated to parents. Parents, in turn, object when the task is not specified and evaluated adequately. In spite of this, for parents, homework is often the only time their children are in school, and parents, who are often very difficult, want to know how their children are getting on. Lastly, for some parents, homework provides a legitimate reason for keeping their children off the streets.

There are some advantages to teachers where pupils do homework. More class time will be available for activities that need the assistance and expertise of the teacher or to be aware of one another. There are, however, a number of disadvantages. Teachers may not have the time to deal with the problems of the group, and the amount of time spent in preparing the lesson is increased. The lesson will have to be more carefully planned.

In conclusion, it is not possible and would not be to the benefit, in the long run, of the pupils, to have homework. Teachers should be aware of the difficulties that pupils may experience and offer help where necessary. The time spent on homework should be used to improve the quality of the pupils' work. It is important that teachers are aware of the difficulties that pupils may experience, and offer help where necessary. The time spent on homework should be used to improve the quality of the pupils' work.
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 à :

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

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

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

Physicians may not amount to very much.

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

Tranquilizers in many cases, doctors prescribed potent drugs that affect health or behavior.

The Soviet Union insists that dissidents are not mental institutions solely because they were legitimately diagnosed as schizophrenics.

The troubling question is why doctors participate in torture.

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

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?
Doctors Who Make Pain

Maria de los Angeles Stranska Ruiz was arrested at 1 a.m. on March 31, 1972, 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, 46 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 heated 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 Stranska lived through the torture so that she could be tortured again.

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 ordeal and梦想 up new and more effective ways of inflicting pain. Sometimes their very presence is a source of torment. "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.”

Rehabilitating a former prisoner, Amnesty International report on Chile, Genocide: ‘Their worst moment was when a doctor came in.”

Though torture had its beginning in antiquity, it was only in World War II, with the horrible, “scientific” experiments of Nazi doctor Josef Mengesche, that physicians began to play a prominent role in the torture chamber. In 1973, 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 against 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.

A Chilean knows the full extent of torture in the world—or how many doctors are involved. Amnesty International estimates that torture is officially condoned in 41 countries; the United Nations puts the figure at 51. "These are places where the police is terroristic, where disappearances, mistreatment and torture are gruesome and systematic,” says Alfred Geelhoed, 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 Gasil Martim 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.”

The problem is indeed real—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 Almeida, 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 can always remember their voices.”

Few countries ever investigate allegations of doctors’ involvement in torture. A rare exception, ironically, is Chile. Last May, Amnesty International issued a comprehensive report condemning 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 Maria Stranska alleged that an army doctor, whom she said she could identify, had supervised her electrical-shock torture, Chile’s national medical association, Colegio Medico, opened an investigation. "We have been receiving information for years that doctors are participating in torture,” said Juan Luis Gelabbe, president of the association. "But only recently have we received the information to make a legal investigation and take the necessary actions.”

These actions may not amount to very
much. In 1981 the Chilean govern-
ment revoked the medical associa-
tion's power to set professional
standards. Even if the Coup takes
its harshest action against doctors—
exhausted— it could not stop them
from practicing. And though the or-
ganization is continuing its probe into
the Sacco case and investigating
eight other doctors as well, its ethics
committee is moving very slowly.
"We are extremely apprehensive
lest the wrong physician be implicat-
ed," said committee chairman Carlos
Trejo. "This would be a stigma nearly
impossible to overcome." Amnesty
International has mixed feelings
about the Sacco inquiry. "This is the
10th year of the Chilean junta and
this is the first case against a
doctor," says James Walsh, medical
coordinator of the London-based or-
ganization. "While it is significant,
it is impossible to say it represents the
start of a trend."  
§ Not all of the torture that doctors
participate in is physical. Psychia-
trists often design methods to in-
crease a victim's mental anguish. They
instruct 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.
§ Troxazolam: In many cases, doctors pre-
scribe tranquilizers and other drugs to
control their patients' behavior. Some medi-
cations are intended to cause physical pain,
numbness, fever or fainting.
In other cases the intent is less clear-
cut. The Soviet Union administers such
treatments as hallucinogenic tranquilizers
and antidepressants as Sul-
lazine to dissidents in mental institutions.
Heavy doses of these drugs can
produce any of these effects in patients,
"The (sulfazine) made me write and
my legs began to twist about in the ridiculous
way," recalled Vladimir Tarrikov, a for-
mer dissident sent to a Soviet psychiatric
hospital. "The Sulfazine 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.
§ The Soviet Union insists that dissidents are
in mental institutions solely because
they were legitimately diagnosed as schizo-
phrenics. But Western human-rights or-
ganizations charge that the Soviet defini-
tion of schizophrenia is so vague that it
can easily be abused. In fact, the Soviets
have developed some unusual theories to jus-
tify confining political dissidents 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
reformism," a classification that can apply
in "anything from distributing letters to
waiting to emigrate," according to Cathy
Fitzpatrick of Helsinki Watch, which mon-
itors violations of human rights.
§ The troubling question is why doctors
participate in torture. Some, apparently, are
either directly or indirectly pressured into
working with the agents of repressive re-
gimes. "It takes a lot of moral courage to
stand up and say, 'This is wrong!,'" says
Walsh 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.

Almeida: 'The way he handled us...

Peace in Copenhagen for a torture victim: Memories  

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 Mar-
tins regrets that argument as "mis-
placed humanitarianism." "If you are
going to cut off someone's head,
then we can do a better job of it than
the executioner," he says. "But I don't
believe a doctor should be in the
business of killing. If society wants to
do it, it must find its own means."

§ Bodies: Doctors do not participate
in torture victims alive—but not for humanitar-
ian reasons. They help prolong the
agony, often with the expectation
that when victims are released their
experiences will be a frightening les-
ton to others. "Torture is used more
and more to terrorize entire popula-
tions into submission," says Gretch-
en Ellis of Christians for the Aboli-
tion of Torture, a Paris-based human-rights
group. Where doctors are not present, in Guatemala or El
Salvador, victims have almost no
chance of surviving. "People are tor-
rut to death and there's no particular
concern about the bodies that
accumulate," says Avery Neeb, vice presi-
dent of America's Watch in New York.

§ 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
Martins. But medical scars are harder to erase. "After
it was over, I had a number of problems," said
Hector Martine, who was tortured by
the Chilean military police 10 years ago.
"I was always in pain. I couldn't concentrate and
I couldn't work." Martine has since been
helped by the University Hospital in
Copenhagen, which has developed a special unit to treat torture
evictims. His symptoms, said Genevieve, 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 said exer-
cise; 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, Genevieve says,
usually leads to a lifetime of anxiety and
depression.

§ A major problem in treatment, Genevieve
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 Teiken and Martin Andersen are
Marx/Steffen Spooner at the European
Commissioner's press office.
Rita Dallas in Copenhagen and bureau

Newsweek/August 1, 1983  

25
Exercice 9 :

Étude 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 : ...........................................

  Thème : Population trans maritime du zoo de Londres.

- Lisez la première phrase du 92 ; le thème est-il confirmé ?........

Nombre d'oiseaux.

ou : "une introduction aux oiseaux du zoo de Londres."

- Lisez la première phrase du 93 ; 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 92.
  a) À qui s'opposent les personnes qui critiquent ?
  b) À quel sujet sont-ils en désaccord ?

(2°) sous les.constants

À l'exemple du zoo de Londres, on passe au 92 au thème plus général du rôle des zoos et de leur utilité.

L'introduction d'un texte, qu'elle comprenne un, deux ou trois paragraphes, doit vous 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.
(ta breed / bred : éleve (des animaux)
(s : species : une espèce)
The modern ark

4 Britain's new environment minister, Greville Janner, is expected to announce plans to introduce a law to help plug the hole in the bank account of zoos. The zoo received 11.6m last year from the government and was told to prepare a three-year plan to get its finances back on track. It cut its summer charges to tempt the public into trying 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 for sponsorship or (if they are 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 conserva- tion is better done in nature re- serves, research in laboratories and education in schools. The public is rarely asked its opinion. But, when it comes to big "na- tional zoo" axes anyway, taxpayers generally do cough up some- thing. The 8,000-acre 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. Britain’s zoos proved for a long time they had a bad reputation (no longer justified) as traders and weavers of wild animals. Even now, many people feel that species should be allowed to die out in peace rather than force them to extinction in zoos.

5 Mr Gerald Durrell, the writer and founder of Jersey Zoo, was an early proponent of the argu- ment that zoos can provide insurance against rare animals going extinct in the wild. He says that bringing the conservation lobby around to the idea of taking the "brute" out of conservation is 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 en- dangered species are illustrated by the plight of the California 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 condor to the brink of ex- tinction with guns, traps, pesti- cides and bad management, he is duty-bound to step in and pull them back to life as best he can. The be- better-kept condor lobby argues that human interference is the prob- lem, 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-interventionalist: "a condor is 5% tears, flesh, blood and bone; the rest is bone.

8 In the 1960s, the "hands-off" lobby called the tune. The Calif- ornia 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 $2.5m condor-recovery pro- gramme to breed the birds in captivity and to study the wild survivors. Rough handling put paid to that. The next year, 89% of the wild population’s produc- tion was lost when a chick died of shock in the hands of a careless biologist. The shocked state gov- ernment 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-edge nest. So now, once again, the "hands-off" 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 vitamins vomiting through the head of a puppet condor. If they survive and prove to be females, they can be mated with the three males in the zoo.

Zooas as cradles

10 Playing Noah is pitifully.

11 First, there are genetic problems. Small, inbred groups of captive animals can become inbred, developing hereditary ailments such as infertile sexual behaviour—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.

12 In the words of one non-interventionalist: "a condor is 5% tears, flesh, blood and bone; the rest is bone."

13 In the 1960s, the "hands-off" lobby called the tune. The Calif- ornia 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 $2.5m condor-recovery pro- gramme to breed the birds in captivity and to study the wild survivors. Rough handling put paid to that. The next year, 89% of the wild population’s produc- tion was lost when a chick died of shock in the hands of a careless biologist. The shocked state gov- ernment immediately suspended the whole project: both captive breeding and intervention in the wild.

14 In 1981, biologists watched in horror as, twice in the season, wild condors knocked their eggs off their cliff-edge nest. So now, once again, the "hands-off" 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 vitamins vomiting through the head of a puppet condor. If they survive and prove to be females, they can be mated with the three males in the zoo.

15 Zoos as cradles

16 Playing Noah is pitifully.

17 First, there are genetic problems. Small, inbred groups of captive animals can become inbred, developing hereditary ailments such as infertile sexual behaviour—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.
balance the failures. Hawaiian geese are back in Hawaii in strength, thanks 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 in captivity and were reintroduced in the wild by hunters.

Still, using zoos to save species is like fighting a forest fire with a water pistol. The director of New York Zoo, Mr Bill Conaway, estimates that if all American zoos allocated half their space to breeding rare animals, they could hold viable populations of 5,000 species at most. Many thousands more would go extinct. So which species do you choose?

Some would go for the evolutionary oddities: eg, aardvarks, bats, and sloth bears. Economics favours charismatic creatures like tigers and pandas. Jersey Zoo has found it difficult to interest other collections in the rare Mayotte ferar, 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 ingenuity and thrift that might recover without help in favour of marginal ones. This has been agreed to by zoos to their fate the four surviving parrots. Otherwise, the zoo has evolved, an American hunting.

Even in zoos, saving species in zoos is expensive. Conaway estimates that it would cost $25 billion to look after 2,000 species until the end of the century. Maintaining zoos in 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 populations in America. So far, it has cost more than $500,000 and there is a long way to go.

Scarcity argues 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 Ama- zon rainforest can be kept out of bounds to poor and land-hungry Brazilians. Wilderness and develop- ment are uneasy bedfellows.

Western countries, Mr Knowles argues, should make their own efforts to salvage what species they can from the wreckage.

Zoos may 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.

2 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 is that the small number of animals that might recover without help in favour of marginal ones. This has been agreed to by zoos to their fate the four surviving parrots. Otherwise, the zoo has evolved, an American hunting.

Even in zoos, saving species in zoos is expensive. Conaway estimates that it would cost $25 billion to look after 2,000 species until the end of the century. Maintaining zoos in 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 populations in America. So far, it has cost more than $500,000 and there is a long way to go.

Scarcity argues 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 Ama- zon rainforest can be kept out of bounds to poor and land-hungry Brazilians. Wilderness and develop- ment are uneasy bedfellows.

Western countries, Mr Knowles argues, should make their own efforts to salvage what species they can from the wreckage.

Zoos may 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.

2 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 is that the small number of animals that might recover without help in favour of marginal ones. This has been agreed to by zoos to their fate the four surviving parrots. Otherwise, the zoo has evolved, an American hunting.

Even in zoos, saving species in zoos is expensive. Conaway estimates that it would cost $25 billion to look after 2,000 species until the end of the century. Maintaining zoos in 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 populations in America. So far, it has cost more than $500,000 and there is a long way to go.

Scarcity argues 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 Ama- zon rainforest can be kept out of bounds to poor and land-hungry Brazilians. Wilderness and develop- ment are uneasy bedfellows.

Western countries, Mr Knowles argues, should make their own efforts to salvage what species they can from the wreckage.

Zoos may 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.

2 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 is that the small number of animals that might recover without help in favour of marginal ones. This has been agreed to by zoos to their fate the four surviving parrots. Otherwise, the zoo has evolved, an American hunting.

Even in zoos, saving species in zoos is expensive. Conaway estimates that it would cost $25 billion to look after 2,000 species until the end of the century. Maintaining zoos in 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 populations in America. So far, it has cost more than $500,000 and there is a long way to go.

Scarcity argues 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 Ama- zon rainforest can be kept out of bounds to poor and land-hungry Brazilians. Wilderness and develop- ment are uneasy bedfellows.

Western countries, Mr Knowles argues, should make their own efforts to salvage what species they can from the wreckage.

Zoos may 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.

2 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 is that the small number of animals that might recover without help in favour of marginal ones. This has been agreed to by zoos to their fate the four surviving parrots. Otherwise, the zoo has evolved, an American hunting.

Even in zoos, saving species in zoos is expensive. Conaway estimates that it would cost $25 billion to look after 2,000 species until the end of the century. Maintaining zoos in 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 populations in America. So far, it has cost more than $500,000 and there is a long way to go.

Scarcity argues 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 Ama-
Exercice de titres :

La dernière phrase du 52 annonce le thème des trois principales parties du texte : "They have three important functions : conservation, education and research".

La reprise de ces termes au 54 : "conserving rare animals"
au 52 : "education"
au 525 : "the leading zoo-based research institu

nous permet de découper le texte de la façon suivante :

54 à 515 : le rôle de préservation des espèces des zoos.
52 à 524 : le rôle d'éducation des zoos.
525 à 526 : le rôle de recherche des zoos.

Remarquez que le thème d'une partie se trouve souvent confirmé au début des paragraphes qui le composent. Exemple : le thème annoncé au 524 ("education") est repris au 521 ("formal education") et au 522 ("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 54 à 515 intitulée : le rôle de préservation des espèces des zoos se subdivise en quatre sous-parties :

54 à 59 : ........................................
512 à 514 : ........................................
515 à 516 : ........................................
516 à 519 : ........................................

(vous noterez ici les titres en effectuant les exercices)

1) 54 à 52 : a) soulignez dans la première phrase du 54, le mot qui indique le thème de cette sous-partie.
b) soulignez dans le début des 55 à 59, les mots qui confirment ce thème.
c) donnez un titre à la sous-partie.

2) 512 à 514 : a) soulignez dans la première phrase du 512, le mot qui indique le thème de cette sous-partie.
b) lisez le début des 511 à 514 pour avoir confirmation du thème.
c) donnez un titre à la sous-partie.
j) 115 : 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.

116-117: a) Lisez la première phrase du 116 ; 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 117 à 119 pour avoir confirmation du thème ; soulignez dans la première phrase des 118 et 119 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-le 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.