



Séminaire CRANS: LaTeX

Initiation à la création de documents avec LaTeX
Grizzly

Présentation

- Logiciel initial: TeX (Donald Knuth) → Création de document
- Ensemble de macros pour TeX: LaTeX (Leslie Lamport) → Facilite l'écriture en TeX.

Figures and Tables

Images and graphics play an integral role in Tutt's work. In addition to the standard `\figure` and `\table` environments, this style provides special figure and table environments for full-width floats.

Full page-width figures and tables may be placed in `\figures*` or `\tables*` environments. To place figures or tables in the margin, use the `\marginfigure` or `\margintable` environments as follows (see figure 1):

```
\begin{marginfigure}[left]
\begin{tikzpicture}
\draw[red] (0,0) -- (1,0);
\draw[red] (0,0) -- (0,1);
\draw[red] (0,0) -- (-0.5,-0.866);
\draw[red] (0,0) -- (-0.5,0.866);
\draw[red] (0,0) -- (0,2);
\end{tikzpicture}
\end{marginfigure}
```

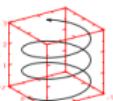


Figure 1: This is a margin figure. The helix is defined by $r = \cos(2\pi z)$. The figure was drawn using Asymptote (<http://asymptote.sourceforge.net/>).

The `\marginfigure` and `\margintable` environments accept an optional parameter `(ypos)`, that adjusts the vertical position of the figure or table. See the "Sidenotes" section above for examples. The specifications are:

```
\begin{marginfigure}[left]{(ypos)}
\begin{tikzpicture}
\draw[red] (0,0) -- (1,0);
\draw[red] (0,0) -- (0,1);
\draw[red] (0,0) -- (-0.5,-0.866);
\draw[red] (0,0) -- (-0.5,0.866);
\draw[red] (0,0) -- (0,2);
\end{tikzpicture}
\end{marginfigure}
```

Figure 2 is an example of the `\figures` environment and figure 3 is an example of the normal `\figure` environment.

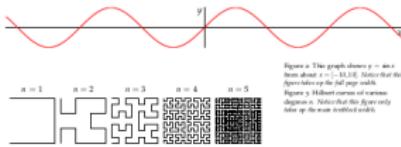


Figure 2: This graph shows $y = \sin x$ from about $x = -1.13$ to 1.13 . Notice that this appears only on the full page width.
Below are five small plots showing some recursive value of the same fractal width.

As with sidenotes and marginnotes, a caption may sometimes require vertical adjustment. The `\caption` command now takes a

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About me

I am a young adult from the south of France. I have always been interested in science in general and Computer science in particular and my studies have followed this path through high school classes and then the Ecole Normale Supérieure Paris-Saclay which focuses on training, research and professor. Through my studies and my interest in campus life I have developed a various and complementary set of skills.

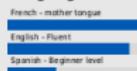
Interests

- Sports in general and climbing in particular
- Cooking
- Coding for personal or team projects

Skills



Languages



Objective

Junior researcher for 9 months at the Real-time Embedded Software Group.

Education

2018-2019 First year of master degree Mapping in Electrical Engineering, classes related to analytical, numerical and power electronics, signal processing, control and applied computer science.

2017-2018 One year project about hybrid quadrilaterally wing drone. [See here](#)

2017-2018 Third year of engineering bachelier (3rd year) [See here](#)
Bachelier de l'InsaParis-Saclay program that includes theory and application areas. Specialized for the second half in electrical engineering with classes such as control, probability, power electronics, numerical electronics.

2015-2017 Preparatory Classe (intensive classes in preparation for Grandes Ecoles) [See here](#)
Physics and Technology (PT) [See here](#)

2015 Baccalaureat (high school diploma) [See here](#)
Specialized in Engineering Science [See here](#)

Experiences

2015-2016 Climbing Summer Camp [See here](#) South of France

2018-2019 Climbed a group of children in learning climbing [See here](#) INSA Paris-Saclay

2018-2019 IT manager of The student union [See here](#) INSA Paris-Saclay

2018-2019 President and Technical Officer of Crims [See here](#) INSA Paris-Saclay
Administered a IAP (Internet Access Provider), led the administration committee in relation with heads of ENS and CRDS (campus students and researchers), managed the local network (Saclay) and developed the new one (Saclay plateau).

Extra-curricular Activities

Involvement in the Crims

Crims is a unique society in the INSA Paris-Saclay campus life with a double mission. First, it's an internet access provider for the 1300 people living on the campus and. Then it is a network management and learning platform. Divided in a administrative part and a technical part, the Crims is a great place for organizational and practical IT skills. It completed my theoretical and general studies in electrical engineering at ENS.

Seminars

Among the Crims I got the chance to present multiple seminar about various topics in computer science, mainly related to the Python language.

References

J.M. Moreau, Head of the Saphir Program (Third year of engineering bachelier, first year of master) jean-marc.moreau@ens-paris-saclay.fr

T. Rolet, Head of electrical engineering department at ENS: tomas.rolet@ens-paris-saclay.fr

- les variations de pression par rapport à la pression statique $P_0(z)$ (en l'absence d'onde) sont faibles, on note $P(\ell, t) = P_0(z) + p_0(\ell, t)$, où p_0 est la pression au nœud de surface;
- la vitesse d'onde acoustique au nœud de l'onde vérifie $|\vec{v}| < c_0$, où c_0 est la vitesse de la propagation de l'onde acoustique;
- la vitesse d'onde \vec{v} s'écrit $\vec{v} = \vec{v}_0 + \vec{v}_1$. L'onde se propage normale, de sorte que la vitesse spherique évolue instantanément comme la vitesse acoustique $p_0 \cdot \rho(\ell, t) = p_0(1 - v \cdot \rho(\ell, t))$, où $v = v_0$;
- enfin, la longueur d'onde λ_0 des ondes acoustiques vérifie la relation $p_0 = v \cdot \lambda_0^2$.

Q 14.

Montrer qu'il existe une autre relation reliant p_0 et v en préciser la signification physique.

Q 15.

Établir deux équations aux dérivées partielles, linéaires pour les grandeurs (V, t) et $p_0(\ell, t)$.

Q 16.

En déduire l'équation de propagation de la vitesse acoustique p_0 . Exprimer c_0 en fonction de ρ_0 et v .

Q 17.

Quelle devient cette équation dans le cas d'une onde sinusoidale de pulsation ω ?

Dans ce qui suit, on étudie une onde acoustique plane et progressive, de pulsation ω , se propagant dans la direction de l'axe \vec{e}_x . Il se rapproche de l'onde acoustique de la direction \vec{e}_y de trame (Oe_y) .

Q 18.

Déterminer la forme générale de $p_0(\ell, t)$ et montrer que $\vec{v}(X, t) = \vec{Z}_0 p_0(X, t) \vec{e}_y$ où on exprime l'amplitude acoustique Z_0 en fonction de p_0 et de ℓ_0 .

On cherche maintenant une solution de l'équation de propagation permettant la synthèse de vibration autour d'un nœud fixe O . La vitesse \vec{v} de l'onde acoustique p_0 et la vitesse \vec{v} de l'onde en un point M s'expriment alors en fonction de $r = OM$ et de $\ell_0 = -\vec{OM} \cdot \vec{e}_x$.

La vitesse acoustique est donnée par $p_0 = \frac{A}{r} \exp(i\omega t - ikr)$ (la chose d'origine des temps passe) où A est une constante.

Q 19.

À quelle condition peut-on toujours écrire $\vec{v} = \vec{Z}_0 p_0 \vec{e}_y$? Connaissez-vous l'appellation de cette approximation?

On se place dans ce que dans la suite.

Lors de leur propagation, les ondes acoustiques se transforment sous certaines pressions P . Ce transport sera étudié à partir de l'application de l'onde. On étudie donc sur une onde acoustique sphérique dans la direction \vec{e}_x et caractérisée, en coordonnées sphériques, par la pression $P(\ell, t) = P_0(\ell) \rho_0(\ell, t)$ avec $p_0(\ell, t) = \text{Re}(p_0) + i \text{Im}(p_0) = \frac{A}{r} \exp(i\omega t - ikr)$ et par la vitesse $\vec{v}(\ell, t) = \text{Re}(\vec{v}_0) \vec{e}_x + \vec{v}_{\text{Im}}$ où $\vec{v}_{\text{Im}} = \frac{\partial p_0}{\partial \ell} \vec{e}_x$.

On capture d'abord l'onde à la distance nœud O . On note R la normale à la surface du capteur et $dS = dR$ (Figure 1). On admet que le capteur ne perturbe pas l'onde acoustique, c'est-à-dire que sa surface se déplace à la même vitesse que l'onde impulsionnelle dans l'eau. Pour



Figure 1. Puissance acoustique reçue par un capteur

Q 20.

Montrer que la puissance moyenne par unité de surface du capteur exercée par les forces de pression sur le capteur s'écrit $\frac{dP}{dS} = -I_0 \ell_0 \cdot \vec{e}_x$ en exprimant l'intensité acoustique I_0 en fonction de ρ_0 , c_0 et de $\left| \vec{v}_0 \right|^2$. On étudie en général l'estimation de l'intensité acoustique dans une échelle logarithmique (en décibels), sous la forme $P = 10 \log \frac{(I_0/\rho_0)}{(I_0/\rho_0)_0}$ où on note $(I_0/\rho_0)_0$ le logarithme décimal de x . Les phénomènes d'atténuation sont alors décris par le coefficient α tel que $P = 20 \log \frac{1}{r} + \alpha(r - r_0)$; on prend en compte ces phénomènes dans les deux questions 21 et 22. On peut ainsi rendre compte de ces phénomènes d'atténuation en écrivant la vitesse acoustique, en notation complexe, sous la forme $\vec{v}_0(r, t) = \frac{A}{r} \exp(i\omega t - ikr)$, où $k = k' + ik''$ est complexe et $k'' > 0$.

Q 21.

Montrer que α est simplement relié à la partie imaginaire k'' de k .

CHAPTER 1: THE DARK LATEX

MAIN SECTION

BEHOLD, THE PAPERBOY!

The paperboy is here to do his吆吆. It does not break columns and is best used with a figure environment to float it to one corner of the page where the surrounding text can then flow around it.

Integer non enim. Praesent enimodum nunc eu purus. Donec bibendum quam in tellus. Nam id cursus publicus lectus. Douce et mihi. Nam vulnus natus enim eu enim. Vestibulum pellenesque cursus lectus mutatis.

NICE TABLE

Table head	Table head
Some text	Some value
Some value	Some value
Some value	Some value
Some value	Some value

MONSTER FOO

Small metasyntactic variable (goblinoid). mortal evil

Arrow Class 12

Hit Points 15 [6d8 + 3]

Speed 30 ft

Senses —

Languages Common, Lip, Erling

Challenge 5

Monster super-powers. This Monster has some serious superpowers!

ACTIONS

Generate text. This one can generate tremendous amounts of text! Though only when it wants to.

More actions. See, he goes again! Yet more text.

SPELLS

Utilisation

Linux: sudo apt-get install texlive-full.

Windows: latex-project.org, MiKTeX...

En ligne: Overleaf/Sharelatex, LatexBase...

fichier.tex -> fichier.pdf (.aux .log)

Structure de base

```
\documentclass{article|book|memoir|report|lettre|beamer|slides}

\begin{document}
Hello World
\end{document}
```

Langue et encodage

Encodage définit dans le préambule. Doit correspondre à l'encodage du fichier .tex

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}
\usepackage[T1]{fontenc}
```

```
\begin{document}
%contenu du document
Hello World
\end{document}
```

Ségmentation du document

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}

\begin{document}

\section{Grizzly bear}
The grizzly bear (Ursus arctos ssp.) is a large population of the brown bear inhabiting North America.

\section{Classification}
\subsection{Meaning of "grizzly"}
Meriwether Lewis and William Clark first described it as grisley.
\subsection{Evolution and genetics}
Classification has been revised along genetic lines.

%\subsubsection{Toujours plus bas!}
\end{document}
```

1 Grizzly bear

The grizzly bear (*Ursus arctos* ssp.) is a large population of the brown bear inhabiting North America. Scientists generally do not use the name grizzly bear but call it the North American brown bear.

2 Classification

2.1 Meaning of "grizzly"

Meriwether Lewis and William Clark first described it as grisley, which could be interpreted as either "grizzly" (i.e., "grizzled"—that is, with golden and grey tips of the hair) or "grisly" ("fear-inspiring", now usually "gruesome").[6] The modern spelling supposes the former meaning; even so, naturalist George Ord formally classified it in 1815 as *U. horribilis*, not for its hair, but for its character.[7]

2.2 Appearance

Most adult female grizzlies weigh 130–180 kg (290–400 lb), while adult males weigh on average 180–360 kg (400–790 lb). Average total length in this subspecies is 198 cm (6.50 ft), with an average shoulder height of 102 cm (3.35 ft) and hindfoot length of 28 cm (11 in)

Titre

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}

\begin{document}

\title{Le Grizzly \\\Etude de son comportement sur le campus de Cachan}
\author{Grizzly \& Chouca}
\date{24 Janvier 1997}
%thanks{Le mec qui fait le cafe}

\maketitle

...
\end{document}
```

Titre

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}

\begin{document}

\pagenumbering{empty|roman|Roman|arabic|alph|Alpha}

...
\end{document}
```

Le Grizzly

Grizzly & Chouca

24 Janvier 1997

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Marges

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}
\usepackage[margin=1.5cm]{geometry}

\begin{document}

...
\end{document}
```

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Marges

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}
\usepackage[top=2cm, left=-2cm, right=2.5cm, bottom=1cm ]{geometry}

\begin{document}

...
\end{document}
```

Le Grizzly

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earance

Female grizzlies weigh 130–180 kg (290–400 lb), while adult males weigh on average 180–360 kg (400–790 lb). Average total body length for the subspecies is 198 cm (6.50 ft), with an average shoulder height of 102 cm (3.35 ft) and hindfoot length of 28 cm (11 in).

Abstract

```
\documentclass{article}
%Preamble: packages, fonctions custom etc...
\usepackage[utf8]{inputenc}
\usepackage[top=2cm, left=-2cm, right=2.5cm, bottom=1cm ]{geometry}

\begin{abstract}
...
\end{abstract}

\begin{document}
...
\end{document}
```

Le Grizzly

Grizzly & Chouca

24 Janvier 1997

Abstract

Ceci est l'abstract de mon article sur les Grizzly à Cachan. Si on fait un abstract plus long on se rend compte qu'il est centré sur la page mais que ses marges sont plus grandes que celle du corps de l'article. L'abstract est le premier (ou plutôt deuxième si l'on compte le document en lui-même) exemple d'utilisation d'un environnement dans ce tutoriel.

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Equation basique

```
\begin{equation}  
P=m*N+12  
\end{equation}
```

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Éposants, indices, fractions, racines

```
P^2 = M_0+M_0^2-17x^{3.7}  
\sqrt{P}^3 = \frac{17*H}{\sqrt{7x^6}}
```

$$P^2 = M_0 + M_0^2 - 17x^{3.7}$$
$$\sqrt{P}^3 = \frac{17 * H}{\sqrt{7x^6}}$$

Intégrale, sommes, limites

```
\int_{-\infty}^{+\infty} p(t)dt = \frac{\pi}{2}
\lim_{n\rightarrow\infty} \sum_{n=0}^N = 4
```

$$\int_R^{+\infty} p(t)dt = \frac{\pi}{2}$$
$$\lim_{n \rightarrow \infty} \sum_{n=0}^N = 4$$

Mise en forme

```
\usepackage{amsmath}

\begin{equation|equation*}
P=m*N+12
\end{.}

\begin{align|align*}
P=&m*N+12\\
V=&0.5m+67vp
\end{.}
```

Equation

$$P = m * N + 12 \quad (1)$$

Align

$$P = m * N + 12 \quad (2)$$

$$V = 0.5m + 67vp \quad (3)$$

Listes

```
\usepackage{enumerate}
```

```
\begin{enumerate}[(I)]
\item Premier
\item Second
\end{enumerate}
```

```
\begin{itemize}
\item Premier
\item Second
\end{itemize}
```

```
\begin{description}
\item [Biologie] Science du vivant
\item [Géologie] Science du caillou
\end{description}
```

(I) Premier

(II) Second

- Premier

- Second

Biologie Science du vivant

Géologie Science du caillou

Tableau

```
\begin{center}
    \begin{tabular}{|l|c|r|}
        Location & Populaion & Estimate in 2020 \\
    \hline
        North Cascades Ecosystem & 20 & 30 \\
        Selkirk Mountains Ecosystem & 75 & 70 \\
        Cabinet Yaak Ecosystem & 45 & 45 \\
        Northern Continental Divide Ecosystem & 765 & 800 \\
        Bitterroot Recovery Ecosystem & 0 & 10 \\
        Yellowstone & 650 & 650 \\
    \end{tabular}
\end{center}
```

Location	Populaion	Estimate in 2020
North Cascades Ecosystem	20	30
Selkirk Mountains Ecosystem	75	70
Cabinet Yaak Ecosystem	45	45
Northern Continental Divide Ecosystem	765	800
Bitterroot Recovery Ecosystem	0	10
Yellowstone	650	650

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1 Grizzly bear

The grizzly bear (*Ursus arctos* ssp.) is a large population of the brown bear inhabiting North America. Scientists generally do not use the name grizzly bear but call it the North American brown bear.

- (I) For back-country campers, hanging food between trees at a height unreachable to bears is a common procedure, although some grizzlies can climb and reach hanging food in other ways. An alternative to hanging food is to use a bear canister.

Location	Population	Estimate in 2020
North Cascades Ecosystem	20	30
Selkirk Mountains Ecosystem	75	70
Cabinet Yaak Ecosystem	45	45
Northern Continental Divide Ecosystem	765	800
Bitterroot Recovery Ecosystem	0	10
Yellowstone	650	650

- (II) Grizzly bears are especially dangerous because of the force of their bite, which has been measured at over 8 megapascals (1160 psi). It has been estimated that a bite from a grizzly could even crush a bowling ball.

2 Classification

2.1 Meaning of "grizzly"

Meriwether Lewis and William Clark first described it as grisly, which could be interpreted as either "grizzly" (i.e., "grizzled"—that is, with golden and grey tips of the hair) or "grisly" ("fear-inspiring", now usually "gruesome").

$$\int_R^{+\infty} p(t) dt = \frac{\pi}{2}$$
$$\lim_{n \rightarrow \infty} \sum_{m=0}^N = 4$$

The modern spelling supposes the former meaning; even so, naturalist George Ord formally classified it in 1815 as *U. horribilis*, not for its hair, but for its character.

Image

```
\usepackage{graphicx}
\begin{figure}[h|t|b|p||!|H]
    \centering
    \includegraphics[size]{path}
    \caption{This is a Grizzly}
    \label{fig:grizzly}
\end{figure}
```

Image

We can see a Grizzly walking in the forest on figure \ref{fig:grizzly}.

```
\begin{figure}
    \centering
    \includegraphics[scale=0.5|width=0.8\textwidth|
    height=0.5\pageheight|totalheight=8cm]{images/grizzly.jpg}
    \caption{This is a Grizzly}
    \label{fig:grizzly}
\end{figure}
```

2.2 Appearance

Most adult female grizzlies weigh 130–180 kg (290–400 lb), while adult males weigh on average 180–360 kg (400–790 lb). Average total length in this subspecies is 198 cm (6.50 ft), with an average shoulder height of 102 cm (3.35 ft) and hindfoot length of 28 cm (11 in). We can see a Grizzly walking in the forest on figure 1.



Figure 1: This is a Grizzly

Although variable in color from blond to nearly black, grizzly bear fur is typically brown with darker legs and commonly white or blond tipped fur on the flank and back. A pronounced hump appears on their shoulders; the hump is a good way to distinguish a grizzly bear from a black bear, as black bears do not have this hump. Aside from the distinguishing hump a grizzly bear can be identified by a "dished in" profile of their face with short, rounded ears, whereas a black bear has a straight face profile and longer ears. A grizzly bear can also be identified by its rump, which is lower than its shoulders, while a black bear's rump is higher. A grizzly bear's front claws measure about 2–4 inches in length and a black bear's measure about 1–2 inches in length.

wrapfig

```
\usepackage{wrapfig}

\begin{wrapfigure}[nombre de ligne courte]{placement}[depassemement]{
    largeure}
    \includegraphics[width=0.4\textwidth]{./pictures/DBUserTabel.png}%
    {./Pictures/mainScreen1.png}
    \caption{Uklip af User tablen i Databasen}
    \label{fig:databaseUserTable}
\end{wrapfigure}

\begin{wraptable}
...
\end{wraptable}
```

wrapfig

```
\begin{wrapfigure}[23]{l}{0cm}{0.4\textwidth}
\centering
\includegraphics[width=0.8\linewidth]{images/fishing.jpg}
\caption{A Grizzly fishing}
\label{fig:fishing}
\end{wrapfigure}
```

Meat, as already described, is an important part of a grizzly's diet. Grizzly bears occasionally prey on small mammals, such as marmots, ground squirrels, lemmings, and voles. The most famous example of such predation is in Denali National Park and Preserve, where grizzlies chase, pounce on, and dig up Arctic ground squirrels to eat.



Figure 2: A Grizzly fishing

In some areas, grizzly bears prey on hoary marmots, overturning rocks to reach them, and in some cases preying on them when they are in hibernation. Larger prey includes bison and moose, which are sometimes taken by bears in Yellowstone National Park. Because bison and moose are dangerous prey, grizzlies usually use cover to stalk them and/or pick off weak individuals or calves. Grizzlies in Alaska also regularly prey on moose calves, which in Denali National Park may be their main source of meat. In fact, grizzly bears are such important predators of moose and elk calves in Alaska and in Yellowstone, that they may kill as many as 51 percent of elk or moose calves born that year. Grizzly bears have also been blamed in the decline of elk in Yellowstone National Park when the actual predators were thought to be gray wolves. In northern Alaska, grizzlies are a significant predator of caribou, mostly taking sick or old individuals or calves. Several studies show that grizzly bears may follow the caribou herds year-round in order to maintain their food supply. In northern Alaska, grizzly bears often encounter muskox. Despite the fact that muskox do not usually occur in grizzly habitat and that they are bigger and more powerful than caribou, predation on muskox by grizzlies has been recorded. Grizzly bears along the Alaskan coast also scavenge on dead or washed up whales. Usually such incidents involve only one or two grizzlies at a carcass, but up to ten large males have been seen at a time eating a dead humpback whale. Dead seals and sea lions are also consumed.

Commande

```
\begin{equation}  
F' = \frac{\partial f}{\partial t}  
\end{equation}
```

Commande

```
\newcommand{\dpart}[2]{\frac{\partial #1}{\partial #2}}  
  
\begin{document}  
    \begin{equation}  
  
        F'=\dpart{f}{t}  
  
    \end{equation}  
\end{document}
```

Commande avec paramètres optionnels

```
\newcommand{\dpart}[3][ ]{\frac{\partial  
^{\#1} #2}{\partial #3^{\#1}}}  
  
\begin{document}  
  \begin{align*}  
    F' &= \dpart{f}{t} \\\  
    F' &= \dpart[3]{f}{t} \\\  
    F' &= \dpart[plop]{f}{t} \\\  
  \end{align*}  
\end{document}
```

$$F' = \frac{\partial f}{\partial t}$$
$$F' = \frac{\partial^3 f}{\partial t^3}$$
$$F' = \frac{\partial^{plop} f}{\partial t^{plop}}$$

Environements

```
\begin{document}  
\begin{center}  
\begin{equation}  
\begin{tabular}{ccc}
```

Environements

```
\usepackage{xcolor}
\newenvironment{warning}
{
    \color{orange}
    \begin{center}
    \begin{tabular}{|p{0.9\textwidth}|}
    \hline
    \begin{center}
    \end{center}
    \hline
    \begin{center}
    \end{center}
    \hline
    \end{tabular}
    \end{center}
}
```

1 Grizzly bear

The grizzly bear (*Ursus arctos* ssp.) is a large population of the brown bear inhabiting North America. Scientists generally do not use the name grizzly bear but call it the North American brown bear.

red If you encounter Grizzly cubs, do not try to approach them. The safest option is to back up without precipitation. The Grizzly mother is eager to run after you if she thinks her cubs are in danger.

- (I) For back-country campers, hanging food between trees at a height unreachable to bears is a common procedure, although some grizzlies can climb and reach hanging food in other ways. An alternative to hanging food is to use a bear canister.

Environements

```
\usepackage{xcolor}
\newenvironment{warning}[1][orange]
{
    \color{#1}
    \begin{center}
    \begin{tabular}{|p{0.9\textwidth}|}
    \hline
    \begin{center}
    \end{center}
    \hline
    \end{center}
    \begin{center}
    \end{center}
    \hline
    \end{tabular}
    \end{center}
}
\begin{warning}[red]
...
\end{warning}
```

Environements

```
\usepackage{xcolor}
\newenvironment{warning}[2][orange]
{
    \color{#1}
    \begin{center}
    \begin{tabular}{|p{0.9\textwidth}|}
        \hline
        \\
        \textbf{#2}
        \begin{center}
    }
    {
        \end{center}
        \\\hline
        \end{tabular}
        \end{center}
    }
\begin{warning}[violet]{Grizzly Cub}
...
\end{warning}
```

1 Grizzly bear

The grizzly bear (*Ursus arctos* ssp.) is a large population of the brown bear inhabiting North America. Scientists generally do not use the name grizzly bear but call it the North American brown bear.

Grizzly Cub

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- (I) For back-country campers, hanging food between trees at a height unreachable to bears is a common procedure, although some grizzlies can climb and reach hanging food in other ways. An alternative to hanging food is to use a bear canister.

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