IPA: L’Environnement Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Context : You are going to be an exchange student at the Lycée Léonard-de-Vinci in Saint-Michel-sur-Orge. First, read this article in which several of your future classmates have been interviewed about their eco-friendly habits. You want to know more, so you watch a video about the school. Next you will talk to one of your future classmates about what s/he does for the environment. Finally, you will write a note to the teacher who chooses the *eco-délégues*, explaining that you’d like to participate in this program. In your note you’ll tell her all about what you do for the environment and what you know about ecology.

**Interprétation Ecrite**

**A. Key Word Recognition**. Find the French words/phrases that best express the meanings of the following English words/phrases.

1. trash/garbage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. (to) sort\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. bills\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. to waste\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. renewable \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. What is the main idea of this article? Write 2-3 sentences in English.**

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**C. Supporting Details.**

1. Check each detail that is mentioned in the article (not all are included).

2. Fill in the information that is given for each detail you have checked. Write in English.

\_\_\_ What Dylan does to help the environment. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The reasons he often asks his parents to drive him places\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The reason Sonia joined an ecology group. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ What Nawelle does for the environment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The reasons Lucas rides his bike to school \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ What Camille does for the environment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The reason Ginola doesn’t pay attention to what he consumes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Something that might make him change\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ What Samantha does for the environment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ What they did at Ludwig’s school\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ What Romain finds difficult \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ Kimberlay’s reaction to finding out her school is “eco-responsable” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ What Alexis things his generation will have to do \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_ What would make Antoine change his shower habits \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_ The experience that made Sylvain change his clothes buying habits \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**D. Guessing Meaning from Context.** Find the underlined words/phrases and write what you think they mean in English. The information in parenthesis tells you which paragraph the word appears in.

1. Les produits ont le même goût, et ça évite de gâcher. (Nawelle) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Je trouve ça débile que tout le monde ne le fasse pas (Camille) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Ma mère crie contre mes douches à rallonge qui rendent les factures un peu…chaudes! (Samantha) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Les déchets permettent de fabriquer de l’engrais naturel (Ludwig) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. C’est difficile de consommer de façon responsable, car tout n’est pas écrit sur une étiquette. (Romain) \_\_\_\_\_\_\_\_\_\_\_\_

6. En classe, on a conçu les plans d’une maison entièrement écolo (Alexis) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Beaucoup de ressources vont s’épuiser (Alexis) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. j’aimerais bien bosser dans ce domaine pour améliorer les choses (Alexis [#2]) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. Développer de nouvelles technologies, comme les éoliennes, les panneaux solaires, pour économiser les ressources et produire de l’énergie verte. (Alexis [#2]) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E. Inference.** Answer the following question(s) in English, giving as much information from the article as possible to support your response.

1. Why do you think this particular school was chosen for this article?

Justification from text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**F. Author’s Perspective.** Check the perspective or point of view you think the author adopted as s/he wrote this article and justify your answer with information from the text.

\_\_\_\_ Most students at this school are very interested in saving the planet.

\_\_\_\_ A lot of students at this school still don’t know what they should do to help the environment.

\_\_\_\_ Even though they know about ecology, many students don’t make choices to preserve the environment.

Justification from text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**G. Comparing Cultural Perspectives.** Answer the following questions in English.

**1.** How do the responses that these students give compare to responses that you and your friends would give?

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2. What do these similarities and/or differences tell you about French culture?

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**Interprétation Orale**

Watch this video and answer the following questions in English. You don’t need to watch the entire video, there are no questions after 4:15).<https://www.youtube.com/watch?v=MnnuZtC2ZZc> (no questions after 4:15)

1. About how many people meet in this building every day?
2. Why does this building require a lot of energy?
3. What are the goals of the eco-délégués at this school?
4. According to Quentin, what was the school’s first task?
5. What did Mr. Castel say they needed to do?
6. What specific systems did they look at?
7. How many kilowatts does the school’s kitchen use? 220
8. What question does Mr. Castel mention that they hoped to answer by their study?
9. What project is Evrard just finishing up?
10. If this system works well, what will happen next?
11. What does the girl with the microphone ask the girl who just got off the bus?
12. What’s the first question she asks the boy on the bike?
13. What’s the second question she asks him?
14. What is his response?
15. What does she ask the two girls?
16. What is the girl on the left’s response?
17. What is the girl on the right’s response?
18. What does the boy tell the girls in the cafeteria?
19. How long has this school had recycling bins?
20. What is the first bin for?
21. What is the yellow bin for?
22. What is the third trashcan for?
23. What happens to the papers in the yellow bin?

**Communication Interpersonnelle**

**Partner A :** You’re a French student who attendsLycée Léonard-de-Vinci in Saint-Michel-sur-Orge. As an *eco-délégué,* you’ve been assigned to contact Partner B to ask him/her whether s/he would like to be part of this program. In order to find out whether s/he is a good candidate, you should ask him/her questions about whether s/he does certain things for the planet and tell him/her why these things are important and necessary.

**Partner B:** You’re an American teenager who’s going to spend a semester as an exchange student at Lycée Léonard-de-Vinci in Saint-Michel-sur-Orge. You are interested in being an *eco-délégué,* so you will tell your future classmate about all of your environmentally-friendly behaviors. You should explain why it is important to do these things and try to impress him/her with your knowledge of the environment.

**Présentation Ecrite**

Write a note to the teacher who chooses the *eco-délégues* at your new school, explaining that you’d like to participate in this program. Try to persuade her to accept by telling her what steps are important/necessary for students to take to protect the planet, why these things are important, and what you do personally for the environment.

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