

CANS OF JAM²

Issue 4, Summer 2010

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From the editors

Hello everybody!

If you read these lines, you are probably **not** lying on the beach, so maybe you are working, just like poor me... Enjoy it as much as you can!

Well, this is a special issue, as you might guess, since our writers and reporters are all pupils, so of course they are all on holiday, and do not bother at all about this newspaper; but before they left school, we managed to interview some of them about the year in physemistrish* and about what they did for the paper, so what you will find in this issue is, so to speak, the inside of *cans of jam²* : how it is made, how long it takes, who does what... We must give credits to Julie Gaillard, who gave us the idea for these interviews. Thank you Julie, that was brilliant.

Also, we would like to say good bye to the first team of reporters and writers of our newspaper, pupils who have **all** passed their bac and have left us : Corentin, Adrien, Nicolas, Sonia, Ophélie, Florine, Julie, Aurélie, Mathilde, and (however briefly) Maxime; it is a little sad to see you go... But we are happy for you, so **congratulations**, and do not forget us too quickly!

Last of all, we would like to thank **very warmly** the second team of reporters and writers, those who were in 1ère this year, and who are not sure yet whether they will be able to have a physemistrish* class next year : Anatole, Bryan, Florian, Julien, Marion, Matthieu, and Thomas; we hope to see you again next year!

* : physemistrish : short for **physics** and **chemistry** in English; that one is not a secret.

Cans of jam², revelations (or, the inside of cans of jam²)

Interviewer. In *cans of jam²*, what articles did you write?

Anatole. 'Plants produce electricity'.

Interviewer. Why did you choose this topic?

Anatole. Because the energy production is a very important subject and we must find other solutions for the future.

Interviewer. How much time did you spend on your article?

Anatole. About 30 minutes.

Interviewer. What tools did you use to write your article?

Anatole. The internet and magazines to choose the article's subject, and a dictionary.

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Interviewer. What about you, Florine?

Florine. With Aurélie, we wrote an article about the project of coming back to the Moon, and another about photovoltaic and wind energies. We chose this topics because I love astronomy and Aurélie likes the things about sustainable development.

Interviewer. And how long did you spend on your articles?

Florine. I think that we spent between two and three hours to look for information and write each article. We used newspaper articles and the internet for collecting information.

Interviewer. And you, boys, what did you do in *cans of jam*?

Nicolas. I wrote an article about dinosaurs after the trip to London, because I liked the visit to the Science Museum. It was funny! I used my memory, an encyclopedia, and the internet.

Corentin. I helped Nicolas to write the article about dinosaurs. During the trip to London we saw dinosaurs in the Science Museum, so we wrote an article about it.

Interviewer. How long did you spend on your articles?

Corentin. One hour of physemistrish.

Interviewer. What about you, Matthieu?

Matthieu. I wrote the article about the cloud from the Icelandic volcano eruption., because it was 'current topic of the year'.

Interviewer. How long did you spend on your articles?

Matthieu. I spent perhaps an hour and a half to write it. I used a computer and the internet to look for information.

Interviewer. Last of all, what about you, Mr Galard; you are one of the two teachers who took part in the project, but what part did you take exactly?

Mr Galard. So far, I have written the 'From the editors' column, but I hope that some pupils will take it into their hands next year. I also wrote two short articles published in the first issue ('Waterworld not too far from us', and 'What are you doing in March?', about the Printemps de l'Industrie), to show to the pupils and give them an idea of what was expected of them. Otherwise, my job is mainly to correct the grammatical mistakes, so that the articles are understandable, and Mr Bouichou checks that the scientific content is correct. We try to keep the amendments to a minimum, so that it is still the pupils' English, but the paper is sent to other academies, it is published on the school website and the school blog and on the academy website, so it has to be correct. I also prepare the final version of the paper.

Interviewer. How long does that take?

Mr Galard. Well, usually the mistakes are minor; in one instance only, we had to ask the pupil to re-write his article. What takes time is to check and double-check everything. But now I am quicker with Open Office, so I would say a good day's work, from when I have all the articles in my computer to when the paper is ready to be sent. Then there is a final proof-reading by Mr Bouichou, and off it goes!

Interviewer. Thank you very much for your answers!

!! Readers' letters!!

In our previous issue, we published our first readers' letters, and we were very proud to have answers from all parts of France; so you can imagine our feelings now that emails have come from **overseas** parts of France, and even from **abroad**! This time, we did not translate the letters, so some of them will be in French.

Bonjour ! Excellent, the can of jams² !

J'ai même réussi malgré mon anglais à suivre, y compris les mirages. Bravo à votre équipe pour le boulot réalisé ! Bonne continuation !

Eric, from the Reunion Island, 97

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Un grand merci pour cet envoi, c'est vraiment intéressant.

Catherine, from Ballancourt, 91

...

Hi!

Great job you've done ! I will print the crosswords to enjoy them on the beach on Scandinavian Riviera...

Do you have Sections euro in Langevin now ?

Sorry, I didn't get the meaning of cans of jams²...

Florence, from Sweden

Editor's answer : well, Florence, this year, we had this physemistrish class for terminales S and for lères S, one hour a week for each group, where we were two teachers in the classroom : one physics and chemistry teacher, and one English teacher, and we only spoke English; but next year, we are going to open a Euro section, for the 2ndes, so that will be another, new experience!

...

Bonjour à Langevin.

Bon, je voudrais bien vous faire tout ce message en anglais, mais bon, je suis en week end.

J'aime bien l'idée du journal de sciences en anglais, personnellement j'ai bien aimé la partie mirages étant donné que je fais de l'optique, et c'est sympa de voir des p'tits jeux pour ne pas faire que lire.

Je pense que la part prise par les jeux est juste suffisante pour ce journal, et j'aimerais bien voir un article intéressant sur une utilisation originale des mathématiques, mais ce sont mes goûts, dans la prochaine édition de ce journal, qui j'espère arrivera bientôt.

Michael, from Beauvais, 60

Editor's answer : all right Michael, we will try to keep the balance between games and articles, and to make pupils write something about funny maths... But that is not a promise, right?

One last exchange with our pupils...

To finish, here are some more interviews of pupils about the year in physemistrish... it is always pleasant to get this kind of answers!

Interviewer. On the whole, did you enjoy the physemistrish year?

Anatole. Yes, it was very interesting.

Matthieu. Yes, I really enjoyed the physemistrish year.

Nicolas. I really enjoyed the physemistrish this year.

Florine. I liked certain chapters, except those about the electricity. So, on the whole, I liked the physemistrish year.

Corentin. On the whole, physemistrish was good. We could speak English and learn the vocabulary of physics. The exercises helped us for physics in French.

Interviewer. What did you particularly enjoy this year?

Anatole. The very good atmosphere, the games and the teachers. The fact of approaching the upcoming lessons.

Matthieu. I loved to make the experiments and to speak with the teachers.

Nicolas. Physemistrish was a means to improve in English, and to see again the [physics and chemistry] lessons seen in French.

Florine. Even if I don't understand all in the physemistrish and in English, I liked going to the DNL's course because it was funny with Mr Galard and Mr Bouichou, and this course helped me for reminding me the physemistrish formulas and I liked practical class.

Corentin. This year I particularly enjoyed the practical experiments.

Interviewer. What did you NOT like at all?

Anatole. Nothing.

Matthieu. ...

Nicolas. Nothing!

Florine. I didn't like at all when I understood nothing !! I find that certain chapters are already difficult in French, so in English, it's even more difficult.

Corentin. I did not like it when we spoke about the trip to the Futuroscope*, because I didn't make the trip, and the "SVT" is not my favourite subject.

Interviewer. Well, thank you again for your answers, and for being with us this year!

* : the CNRS annual meeting between top scientists and young citizens.