

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**  
International General Certificate of Secondary Education

**MARK SCHEME for the May/June 2013 series**

**0520 FRENCH (FOREIGN LANGUAGE)**

**0520/12**

Paper 1 (Listening), maximum raw mark 48

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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## 1 General Marking Notes

## 2 General Marking Principles

**2.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.**

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

Often the general principles will have to be weighed up against each other, eg the answer might pass the look-alike test (2.5(b)), but if the candidate has produced an answer that is another word in French they will not score (2.6).

### 2.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

### 2.3 More than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (eg by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (eg two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (eg tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from their number of correct answers and the remaining number is the mark awarded, eg the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2 'extras'). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r}
 5 \quad \text{number of correct ticks} \\
 -2 \quad \text{minus number of extra ticks} \\
 = 3
 \end{array}$$

- (d) Answers in pen do not take precedence over answers in pencil, eg if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

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**2.4 For questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:**

Both correct answers on line 1 and line 2 blank = 2

**Both correct answers on line 1 and line 2 wrong = 1**

(or vice-versa)

**2.5** Answers requiring the use of French (rather than a non-verbal response) should be marked for communication. Tolerate inaccuracies provided the message is clear.

- (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
- (b) Look-alike test: does what the candidate has written look like the correct answer?
- (c) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives, eg mon, ton, son etc, unless Mark Scheme specifies otherwise.
- (e) Accept incorrect tense unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (g) Tolerate incorrect use of infinitive as a finite verb unless Mark Scheme specifies otherwise.

**2.6** Unless the Mark Scheme specifies otherwise, **do not accept incorrect French if the word given means something else in French.** (Incorrect French which constitutes a word in any language other than French is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

**2.7** **Where words are combined or split inappropriately do not award the mark**, eg 'sonpère' and 'lar ticle' (inappropriate splitting or combination is an indication that the candidate has not understood).

**2.8** Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

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## 2.9 No response and '0' marks

There is a NR (NO Response) option in **scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (eg 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

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### 2.10 Extra material:

It is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the recorded material. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded. The Detailed Mark Scheme cannot cover all eventualities and where specific instructions are not provided, Examiners must check the transcript to ensure the correct elements which would qualify for the mark are not contradicted or distorted by any extra material. The following, general, rules should be applied:

|     |   |  |
|-----|---|--|
| (a) | Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer: | this is acceptable and is not penalised  |
| (b) | Extra material which constitutes an alternative answer, <b>but which is not explicitly mentioned in the Mark Scheme:</b>                  | the Examiner needs to decide, by consulting the transcript and the Team Leader if necessary, whether the alternative answer constitutes:<br><br>(i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded<br><br>(ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused      |
| (c) | Extra material which constitutes an alternative answer <b>specifically refused in the Mark Scheme:</b>                                    | this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded  |
| (d) | Extra material which distorts or contradicts the correct answer:  | this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded  |
| (e) | Extra material introduced by the candidate and which does not feature in the original transcript:   | this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have heard and pure guesswork. Therefore where a particular answer is not covered in the Mark Scheme, Examiners should consult their Team Leader |

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### 3 Detailed Mark Scheme

#### Section 1

#### Exercise 1 Questions 1-8

| ACCEPT |   |   | REFUSE             |
|--------|---|---|--------------------|
| 1      | C | 1 |                    |
| 2      | A | 1 |                    |
| 3      | B | 1 |                    |
| 4      | C | 1 |                    |
| 5      | A | 1 |                    |
| 6      | D | 1 |                    |
| 7      | B | 1 |                    |
| 8      | D | 1 |                    |
|        |   |   | <b>[Total : 8]</b> |

#### Exercise 2 Questions 9-16

| ACCEPT |   |   | REFUSE  |
|--------|---|---|---|
| 9      | <b>juin</b><br>juen / juine / juan / june / jun / juien<br><br><b>Must start «ju...» and contain an «n»</b> | 1 | any other month = <b>inv</b><br>jeune<br>juie |
| 10     | A   | 1 |   |
| 11     | C   | 1 |   |
| 12     | B   | 1 |   |
| 13     | A   | 1 |   |
| 14     | B   | 1 |   |
| 15     | C   | 1 |   |
| 16     | B   | 1 |   |
|        |   |   | <b>[Total : 8]</b>                            |

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**Section 2****Exercise 1 Question 17**

A mark out of 6 is entered for the whole exercise in the mark input box.

USE MARKING TOOL TO TICK '✓' EACH CORRECT ANSWER UNLESS ALL 6 CORRECT

If more than 6 boxes are ticked by the candidate, indicate 'working' in 'Comments' box: eg 7 boxes ticked of which 6 are correct use formula  $6-1 = 5$  (where 1 = the number of extra boxes ticked).

**Paul**(a) (b) (c) **Laure**(d) (e) (f) **Noë**(g) (h) (i) **Karine**(j) (k) (l) **[Total : 6]**

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## Exercise 2 Questions 18–27

## ACCEPT

## REFUSE

|  |  |
|--|--|
| <p><b>Part 1</b></p> <p><b>18 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li>banlieue</li> </ul> <p><b>Must be one word</b><br/> <b>Must start:</b> ban(n/ne)... / ben(n/ne)... / bon(n/ne)...<br/> and contain an «l»<br/> <b>Must end:</b> ...lieu / ...lieue / ...lieux / ...lieus /<br/> ...lieau</p> <p><u>or</u></p> <ul style="list-style-type: none"> <li>pas au centre / sur le bord etc</li> </ul> |  |
| <p><b>19 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li>canoë</li> </ul> <p><b>Must start:</b> can(n)... / kan(n)...<br/> <b>Examples of acceptable spellings of «canoë»:</b><br/> canoer / kanoë / cannue(r) / canoue(r)</p> <p><u>or</u></p> <ul style="list-style-type: none"> <li>kayak / cayak</li> </ul>   | <p>can(n)uai(s)<br/> can(n)oye<br/> can(n)ouie / can(n)oie<br/> cano(e)ing<br/> canao(t)<br/> cano(t)</p> <p><b>patinage = INV</b><br/> bateau</p> |
| <p><b>20 (bien) différent(es)</b> 1</p> <p>diferrent(es) / differrent(es) / diferant(es) /<br/> dif(f)r(r)ant</p>  |  |
| <p><b>21 court(s)</b> 1</p> <p><b>Must start:</b> cour...<br/> <b>NB exception to the general rule where we<br/> would not accept another French word</b></p> <p><b>Examples of acceptable spellings of «court»:</b><br/> cour / cours / courre</p>  | <p>cur(t)<br/> cor(e)<br/> cor(t)</p>  |

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| <p><b>22 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li>• arbre(s)</li> </ul> <p><b>Must start:</b> abr... or arb... (eg abre(s), arbe(s))</p> <p><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• feuil(l)e(s)</li> </ul> <p><b>Must start:</b> fe... / fu...</p> <p><b>Examples of acceptable spellings of «feuilles»:</b> feill(es) / fuelles / feulli(es) / feull(es)</p> <p><b>If both elements are attempted and one is right, IGNORE incorrect attempts of the other</b></p> | <p>couleurs <b>tc</b></p> <p>any word which begins fo... / fa... / fi...</p>   |
| <p><b>Part 2</b></p> <p><b>23 an(n)imé</b> 1</p> <p>Il habite un appartement dans un quartier animé (animé describes quartier)</p> <p><b>Examples of acceptable spellings of «animé»:</b> animais / animmé / animer / anime</p> <p><b>IGNORE attempts at «quartier»</b></p>  | <p><b>Refuse answers which suggest that the appartement is animé, eg appartement quartier animé</b></p> <p>animaux<br/>animant / animeur<br/>aminé / aniné<br/>ça me plaît</p> |
| <p><b>24 géographie</b> 1</p> <p><b>Examples of acceptable spellings of «géographie»:</b> geography / geografie / géo / geograph(e) / georgaphy</p> <p><b>IGNORE attempts at université</b></p>  | <p>Université de Montréal <b>tc but HA</b></p>   |

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| <p><b>25 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li>(bonne) <b>ambiance</b></li> </ul> <p><b>Must begin:</b> ambi... / embi...<br/> <b>Must end:</b> ...ence / ...ense / ...ance / ...anse</p> <p><u>or</u></p> <ul style="list-style-type: none"> <li><b>professeurs</b> (disponibles)</li> </ul> <p><b>Examples of acceptable spellings of «professeurs»:</b> profs / prof(f)es(s)ors</p> <p><b>IGNORE attempts at disponibles UNLESS a distorting concept is introduced</b><br/> <b>If both elements are attempted and one is right, IGNORE incorrect attempts of the other</b></p>   | <p>ambuance</p> <p>les profs sont <b>bons</b> = INV («bons» = wrong concept: see transcript)<br/> la faculté est <b>bonne</b> = INV</p> <p>les profs sont <b>disciplinibles</b> = INV<br/> <i>(disciplinibles cannot be treated as an attempt at disponible as it introduces a distorting concept)</i></p> |
| <p><b>26 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li><u>regarde</u> / <u>voir</u> + match <u>or</u> + sport national <u>or</u> + hockey</li> </ul> <p><b>NB needs a verb of «seeing» / «watching»</b></p> <p><u>or</u></p> <ul style="list-style-type: none"> <li><u>spectateur</u> + match <u>or</u> + sport national <u>or</u> + hockey</li> </ul> <p><b><u>Spelling of hockey</u></b><br/> <b>Ignore attempts at «hockey (sur glace)» if either «match» or «sport national» is present</b><br/> <b>If neither «match» nor «sport national» is given, acceptable spellings of hockey are:</b><br/> hokey / hocky / hoky / hockie / hokie</p> <p><b>IGNORE attempts at «avec ses amis» and «tout le monde»</b></p> | <p>hockey sur glace <b>tc</b> (no verb of «seeing») match <b>tc</b> (no verb of «seeing»)</p> <p>incorrect sport <b>INV (wherever it occurs)</b> eg <b>regarder des matchs de ski = 0</b></p> <p>ockey / ocais / ocase</p>   |

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|--|---|--|
| <p><b>27 <u>Either</u></b></p> <ul style="list-style-type: none"> <li>• <b>sous-sol</b></li> </ul> <p><b>Accept as one word:</b> sous(s)ol<br/> <b>Accept as two words:</b> sous sol<br/> <b>NB exception to the general rule where we would not accept incorrect split</b><br/> <b>Must begin:</b> sous... / sou... / soux...<br/> <b>Must end:</b> ...sol / ...solle / ...sole</p> <p><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• <b>sous la terre / souterrain / sous le sol</b></li> </ul> | 1 | <p>sous-seul(e)<br/> sous-saule<br/> soul sol<br/> su(s) sol<br/> sub sol<br/> sur sol</p> <p style="text-align: right;"><b>[Total : 10]</b></p> |
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## Section 3

## Exercice 1 Questions 28–33

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|  |             |
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| 28 B<br>29 A<br>30 D<br>31 C<br>32 B<br>33 C | [Total : 6] |
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## Exercice 2 Questions 34-43

## ACCEPT

## REFUSE

|  |   |
|--|---|
| <b>34 a(r)gent (de) poche</b> 1<br>agent / argeant (de) poche<br>monnaie (de) poche<br><br><b>IGNORE possessives</b><br><br>«poche» must start: poch... / posh...  | argent tc<br>argant de poche<br>argent de pouche / argent de porche<br>argent de pochet<br>l'argent de sa mère  |
| <b>35 <u>Either</u></b> 1<br><br>• (se) couche(r)<br><b>Must start «cou...»</b><br><b>Accept attempts at any part, any tense of the verb «(se) coucher»</b><br><br><u>or</u><br><br>• aller au lit   | devoir(s) <b>INV</b><br>lycée <b>INV</b><br>cochez <b>INV</b>   |
| <b>36 aller + discothèque</b> 1<br>aller + disco / boîte<br><br><b>Accept attempts at any part, any tense of the verb «aller»</b><br><b>Accept synonyms of «aller», eg se diriger vers</b><br><br><b>Examples of acceptable spellings of «discothèque»:</b> dicotheque / disc(h)otek / disquethèque / disctheque<br><br><b>NB tolerate «gens» for «jeunes»</b> | discothèque <b>tc</b><br>aller + club ( <i>incomplete</i> )<br>(beaucoup de) jeunes dans la discothèque<br>beaucoup de discothèque(s)<br><br>faire (la) discothèque / quitter la discothèque / voir la discothèque <b>INV</b> ( <i>faire / quitter / voir are not synonyms of «aller»</i> )<br><br>les jeunes discuter ( <i>incorrect concept</i> ) |

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|  |   |
|--|---|
| <p><b>37 pas content(e)</b> 1</p> <p><b>NB look for «ne» or «pas» or other negative concept</b></p> <p>«contente» must begin: cont...</p> <p>«contente» must end: en(t) / an(t) / on(t)</p>  | <p>content(e) (<i>no negative concept</i>)</p> <p>pas content(e)</p> <p>elle est désolée / elle déteste l'idée</p>  |
| <p><b>38</b> (pass(e) le) <b>bac</b> / <b>exam(en)(s)</b> 1</p> <p>(pass(e) le) back</p>   | <p>pas ton bac / passetemps bac</p> <p>finir / terminer l'école</p> <p>passe le bach</p>  |
| <p><b>39</b> (musique) <b>nouvelle</b> 1</p> <p>nouveau(tés)</p> <p><b>Examples of acceptable spellings of «nouvelle»:</b> nouvelle / nuvelle / nouvelle</p>   | <p>nouvelle</p>   |
| <p><b>40</b> (sa musique) <b>préférée</b> 1</p> <p>prefere / favori(te)</p> <p><b>Ignore attempts at «toute la musique», eg tout na musique prefere = 1</b></p>  | <p>la musique qu'il veut / la musique qu'il aime</p> <p>non la musique préférée (<i>suggests he doesn't play this music</i>)</p>  |
| <p><b>41 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li><b>manger</b> (de / façon) <b>équilibrée</b><br/>mange aliments équilibrés<br/>mange (un) repas équilibré(s) («repas» = general)</li> </ul> <p><b>Accept attempts at any part, any tense of the verb «manger»</b></p> <p><b>Examples of acceptable spellings of «équilibrée»:</b> équilibret / équilibrai(s/t)</p> <p><b>or</b></p> <ul style="list-style-type: none"> <li><b>boire</b> (beaucoup d')eau / eaus / eaux</li> </ul> <p><b>Accept attempts at any part of the verb «boire»</b></p> <p><b>Insist on above spellings of «eau»</b></p> | <p>mention of specific food <b>INV</b> (<i>eg manger des légumes = 0</i>) / <i>manger le diner équilibré = 0</i>)</p> <p>mange et bois beaucoup d'eau (<i>mange tc = incorrect concept and distorts</i>)</p> <p>specific quantity of water <b>INV</b> (<i>eg boire un peu d'eau = 0</i>)</p> <p>boisson d'eau <b>tc</b> (<i>incomplete concept on its own but acceptable as part of a correct answer</i>)</p> |

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| <p><b>42 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li>• <b>bon(ne) + oreil(l)e</b></li> </ul> <p><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• <b>oreille + musical(e) / musique / music</b></li> </ul> <p>«oreille» <b>must begin:</b> aur(r)... / or(r)... / oer(r)... / haur(r)... / hor(r)... / hoer(r)...</p> <p>«oreille» <b>must end:</b> eil(le) / ail(le)</p>   | <p>oreille <b>tc</b><br/>musicale <b>tc</b><br/>orteil / oreiller</p> <p>Unacceptable beginnings: our... / eur...<br/>Unacceptable endings: ...ai / ...ais / ...iel(le) / ...e / ...eau / ...ie</p>  |
| <p><b>43 <u>Either</u></b> 1</p> <ul style="list-style-type: none"> <li>• (le metier est) <b>pas</b> (pour) <b>longtemps</b><br/>on ne peut pas le faire longtemps<br/>ce n'est pas un métier + long(temps) / toute la vie / beaucoup d'années<br/>c'est (un métier) court</li> </ul> <p><b>NB tolerate long temps (as two words)</b></p> <p><b><u>or</u></b></p> <ul style="list-style-type: none"> <li>• les plus vieux (disc-jockeys) ont 40 ans<br/>il faut quitter a 40 ans / apres quarante ans</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• on doit être jeune</li> </ul> | <p>on ne fait pas métier tout le temps (<i>incorrect concept</i>)<br/>on ne travaille pas beaucoup (<i>incorrect concept</i>)</p> <p>on travaille pour quarante ans (<i>incorrect concept</i>)<br/>on ne peut pas faire ça quand on a 40 ans (<i>ts says that the oldest djs are 40 so it can be done at 40</i>)</p> <p style="text-align: right;"><b>[Total : 10]</b></p> |