

**MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers**

0520 FRENCH (FOREIGN LANGUAGE)

0520/23

Paper 2 (Reading and Directed Writing),
maximum raw mark 65

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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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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.**

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 Reading tasks: 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 (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. 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 (e.g. 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 the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{aligned} &5 \text{ number of correct ticks} \\ &-2 \text{ minus number of extra ticks} \\ &= 3 \end{aligned}$$

- (d) Answers in pen do not take precedent 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.

2.4 Reading tasks: 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)

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2.5 Reading tasks: 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 e.g. mon, ton, son etc, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).
- (e) Tolerate incorrect auxiliary unless Mark Scheme specifies otherwise.
- (f) Tolerate incorrect use of infinitive 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 Annotation used in this 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.

2.8 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 (e.g. '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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2.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless a lift is specifically rejected in the Mark Scheme.

Unless the Mark Scheme states otherwise, ignore extra material given in an answer providing that it does not invalidate an answer.

2.10 Extra material: Section 3

In **Section 3** 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 texts/questions. 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.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section (c)) provides specific guidance but in cases not covered, the following general rules apply:

(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, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text and the Team Leader if necessary whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (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 specifically refused in the Mark Scheme:	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 text:	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 read and pure guesswork. Therefore where an answer of this sort occurs which 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 1–5	
1 A 1	
2 B 1	
3 C 1	
4 D 1	
5 D 1	[Total : 5]
Exercise 2 Questions 6–10	
6 C 1	
7 F 1	
8 E 1	
9 B 1	
10 A 1	[Total : 5]
Exercise 3 Questions 11–15	
11 C 1	
12 B 1	
13 A 1	
14 B 1	
15 C 1	[Total : 5]

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Exercise 4 Question 16

COMMUNICATION: 1 mark per item up to a maximum of 3
APPROPRIATENESS OF LANGUAGE: 0, 1 or 2 marks according to grid

- Mark answers written in note form (e.g. where candidates answer **ALL** the questions but ignore the instruction to frame their answer as a message) as follows:
 (a) dimanche (b) avion (c) bureau de change = 1 for COMMUNICATION and 0 for LANGUAGE
- Mark answers not written in the space provided exactly as those written in the correct space
- Vous arrivez dimanche; vous venez en avion; vous allez rencontrer (votre ami) devant le bureau de change = 2 for COMMUNICATION (candidate loses mark for first «vous» but not for repeated error) and 0 for LANGUAGE

Communication	ACCEPT	REFUSE
	FOR COMMUNICATION ACCEPT ATTEMPT AT ANY TENSE Spelling, use rules in 2.5, look alike, sound alike, etc	
(a) QUEL JOUR VOUS ARRIVEZ	1	any other day than dimanche d
<p>Accept on/je/nous/moi + any recognisable attempt at an appropriate verb + dimanche j'arrive / je vais arriver / j'arriverai / j'arriver / je voudrais arriver / je suis arrivé / j'arrivait je viens / voyage dimanche IGNORE: preposition before dimanche, e.g. j'arrive à dimanche</p>		
(b) COMMENT VOUS VENEZ	1	proper name of airport avoine / aviron (other words in French) any proper name of airline other than Air France je travaille par avion
<p>Accept on/je/nous/moi + any recognisable attempt at an appropriate verb + avion j'arrive à l'aéroport (communicates idea of plane) j'arrive par Air France IGNORE: (lack of) preposition before avion/ aéroport</p>		
(c) OÙ VOUS ALLEZ RENCONTRER VOTRE AMI	1	je vais au bureau de change tc (no idea of meeting) but HA raconte / raconter je rencontre votre ami au bureau de change (votre distorts) vous rencontrez mon ami au bureau de change (vous distorts) je rencontre mon ami/ tc (no place implied) but HA FOR BUREAU DE CHANGE, REFUSE:
<p>je (te) re(n)contre devant le bureau de change je (t')attends/vois au/à bureau de change je vais au bureau de change te rencontrer / te voir rendez-vous près du bureau de change (est-ce que nous) pouvons (nous) rencontrer au bureau de change recontre sur bureau de change = 1 FOR BUREAU DE CHANGE, ACCEPT:</p> <ul style="list-style-type: none"> • argent / monnaie ± change(r) / e(x)change(r) • caisse tc (de l'argent) / banque tc / bank tc • change(r) tc /exchange(r) tc / echange(r) tc • bureau tc / office tc • bureau + anything • office de tourisme tc / guichet tc • magasin d'argent change(r)/e(x)change <p>IGNORE pronoun: je rencontre devant le bureau de change ACCEPT any preposition or lack of: je rencontre sur le bureau de change / j'attends banque</p>		<ul style="list-style-type: none"> • banc (another word in French) • argent tc • proper names of banks etc • magasin (d'argent) • magasin de change/e(x)change

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Appropriateness of language		
2	For the award of 2 marks, 2 verbs must be in appropriate tenses/forms. Minor errors (adjective endings, use of prepositions etc) are tolerated.	<p>For LANGUAGE, consider only the part of the candidate's work for which you award a communication mark. Je venant dimanche. Je viens par le bus. Rencontre sur b.d.c. = 2 for comm. + 0 for lang.</p> <p>For LANGUAGE accept any verb tense/form as long as it is used in a logical fashion, e.g. accept present, future, conditional (past not logical)</p> <p>NB: if candidates <u>do not attempt</u> one of the tasks they cannot score more than 1 mark for Language.</p>
1	There is some appropriate usage to reward: For the award of 1 mark, 1 verb must be in an appropriate tense/form.	
0	There are no examples of appropriate usage to reward. Where 0 marks awarded for Communication, 0 marks awarded for language.	

[Total : 5]

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Exercice 2 Question 26: Ce que vous aimez manger

- **COMMUNICATION:** 1 mark per item up to a maximum of 10
 - **ACCURACY:** up to 5 marks according to banded mark scheme
- IGNORE LETTER HEADINGS & ENDINGS FOR COMMUNICATION AND ACCURACY**

Communication: FOR COMMUNICATION BE TOLERANT OF VERBS / TENSES / SPELLING (for spelling, use rules in 2.5, look alike, sound alike, etc)

- Award marks flexibly across the tasks. **HOWEVER**, each of the 4 tasks, (a), (b), (c), (d), must be covered to get the 10 communication marks.
If 1 of (a), (b), (c) or (d) is missing, the maximum communication mark is 9.
If 2 of (a), (b), (c) or (d) are missing, the maximum communication mark is 8 (and so on)
- **LISTS** = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
 Je mange du poulet avec des frites et une salade (1 verb = a list of 3 = 1 mark)
 Je mange du poulet. Je mange des frites. Et je mange une salade. (3 verbs = 3 marks)
- **ONLY REWARD EACH PIECE OF INFORMATION ONCE**, e.g. «j'aime le poulet» cannot score both as description and reason for liking family meal
- **ONLY REWARD «delicieux» ONCE**
- **FOOD ITEMS:** award marks for the likes of «biryani / fettuccine / nasi goreng» as these would appear on a menu in a restaurant in France. Do not reward the likes of «peking duck / spring rolls / pasta»

ACCEPT (USE NUMBERED TICKS)	REFUSE
<p>Tick 1 (a) QUELS SONT LES PLATS QUE VOUS AIMEZ LE PLUS? QUAND EST-CE QUE VOUS LES MANGEZ? FOR «QUAND» REWARD: pour le dîner/quand j'ai faim/le soir ALSO REWARD: reason they like / where they eat ALSO REWARD: drinks If EITHER of «quels/quand», given, consider task complete</p>	<p>normalement (do not reward for when) j'aime manger / j'adore la nourriture / j'aime beaucoup des plats / j'aime tout la nourriture (not enough info to reward)</p>
<p>Tick 2 (b) DÉCRIVEZ UN REPAS DE FAMILLE TYPIQUE REWARD: what they eat and drink / where / when / who prepares it / who else eats it</p>	
<p>Tick 3 (c) EST-CE QUE VOUS AIMEZ LES REPAS DE FAMILLE? POURQUOI/POURQUOI PAS? j'aime/je n'aime pas les repas de famille = 1 ACCEPT: reason why/why not even if not clear whether or not they like family meals REWARD: a positive comment even if «aimer» not stated</p>	
<p>Tick 4 (d) ce weekend vous allez manger avec des amis: OÙ AIMERIEZ-VOUS ALLER ET POURQUOI? FOR «OÙ»: «je vais au restaurant» = 1, «je vais à un restaurant chinois» = still just 1, «je vais a un restaurant chinois, Tang,» = still just 1; «je vais à un restaurant chinois, Tang, à Paris» = still just 1 «je vais au restaurant» = 1; «souvent je vais a Tang» = another 1 (so total would be 2 marks) ALSO REWARD: I shan't go out and why not / I shall stay at home and why. ALSO REWARD: what they will eat If EITHER of «où/pourquoi» given, consider task complete. ACCEPT: reason even if «où» not clear REWARD: a positive comment even if «aimer» not stated</p>	

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Accuracy

5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

[Total : 15]

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Section 3

Look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme provides specific guidance but in cases not covered, see General Marking Principles, Section 2.10

Exercise 1 Questions 27–32

1 Mark per question for True or False

1 Mark for correcting False statement (27, 28, 29, 32)

First award marks for the True/False element and then award marks for the justification of the False statements:

- (a) **True/False element:** all 6 statements appear on screen. Enter marks as appropriate for correct identification of each statement as True or False.
- If neither True nor False is 'ticked' for a question, enter N/R (no response).
 - If both True and False are 'ticked' (and there is no clarification of candidate's 'final answer), enter 0.
- (b) **Justification for False statements:** only the 4 False statements appear on screen.
- Only reward justification if mark awarded for False: if False is 'ticked', mark justification and enter mark.
 - If True is 'ticked', award N/R (or 0 if justification IS provided)
 - If True and False are **both** 'ticked' (and there is no clarification of candidate's 'final answer), award 0 (ignore any justification)
 - If neither True nor False is 'ticked', mark justification and enter mark (no mark awarded for True/False element)

FOR ANSWERS NOT COVERED BY MARK SCHEME, ANNOTATION TOOL MAY BE USED, e.g. INV or BOD

READ SECTION 2: GENERAL MARKING PRINCIPLES, IN PARTICULAR 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.10

	VRAI	FAUX	
27	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
28	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
32	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

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ACCEPT: wrong gender (accept *il* throughout for Amélie)

ACCEPT: CHECK FAUX IS TICKED	REFUSE MERE ADDITION OF NEGATIVE
<p>27 KEY CONCEPT IS: 1</p> <p><u>THINK IT IS (CHILD'S) GAME</u> ils pensaient que c'était un jeu (d'enfant) «ses parents pensaient que c'était (seulement) un jeu (d'enfant)»</p>	<p>«(ça amusait beaucoup ses amis) mais ses parents pensaient que c'était seulement un jeu d'enfant» ils pensaient qu'elle était un jeu d'enfant («elle sounds as if it refers to Amélie) c'était seulement un jeu d'enfant elle ne voudrait pas être journaliste tc but HA</p>
<p>28 KEY CONCEPTS are EITHER: 1</p> <p><u>DOCUMENTARIES IMPORTANT</u> (pour elle) les documentaires sont importants «(pour elle) les documentaires sont importants. (Ils ont l'avantage d'informer le grand public sur des sujets sérieux comme l'environnement, la santé, l'enseignement etc)» OR</p> <p><u>TO INFORM (PUBLIC)</u> pour/à informer / pour/à d'informer parce qu'ils informent «le grand public sur des sujets sérieux comme l'environnement, la santé, l'enseignement etc»</p>	<p>elle décide de se spécialiser dans les documentaires (tc but HA: no idea of documentaries being important or wishing to inform the public) «ils ont l'avantage d'informer le grand public sur des sujets sérieux comme l'environnement, la santé, l'enseignement etc)» (tc but HA: message is distorted) elle fait des documentaires pour l'environnement, la santé, etc (wrong concept: no idea of informing about these issues) d'informer le grand public sur des sujets sérieux (needs «pour/à»: see ACCEPT) pour devenir informer le public (confusing)</p>
<p>29 KEY CONCEPTS are EITHER: 1</p> <p><u>LOOKS / WAITS FOR A LONG TIME / FOR A YEAR</u> cherche / attend longtemps (un emploi) cherche / attend (un emploi) pendant un an cherche / attend (un emploi) pour un an OR</p> <p><u>FINDS/HAS JOB AFTER A LONG TIME</u> elle trouve un emploi après un an elle a un emploi après beaucoup de temps un an plus tard elle trouve un emploi OR</p> <p><u>WRITES LETTERS FOR A YEAR</u> écrit des lettres pendant un an écrit des lettres pour un an</p>	<p>«(mais) un an plus tard toujours rien» «Amélie envoie des lettres à des dizaines de compagnies de télévision. Mais un an plus tard toujours rien» «elle est sur le point d'abandonner quand enfin arrive la lettre(: elle est acceptée par une petite compagnie...)» elle reçoit une lettre après un an</p>
<p>32 KEY CONCEPT is: 1</p> <p><u>DOESN'T WANT OTHER JOB</u> «Amélie ne voudrait pas d'autre emploi» elle ne voudrait pas d'autre emploi le travail est très dur / elle doit travailler plus de 12 par jour / elle n'est jamais sûre de retrouver d'emploi + mais/pourtant «Amélie ne voudrait pas d'autre emploi»</p>	<p>«et pourtant Amélie ne voudrait pas d'autre emploi» «je ne me plains jamais» / elle ne se plaint jamais «je me dis que j'ai tellement de chance d'être payée pour faire exactement ce que j'aime» / elle trouve qu'elle a de la chance parce qu'elle fait ce qu'elle aime elle doit parfois travailler plus de 12 heures par jour / elle pense que le travail est dur tc</p>

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Exercice 2 Questions 33–41

READ Section 2 of the Mark Scheme: General Marking Principles, IN PARTICULAR 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10

ACCEPT: e/le throughout for Colucci

ACCEPT	REFUSE
<p>33 «les études ne l'intéressent pas» 1 «Comme les études ne l'intéressent pas Michel quitte l'école et va travailler dans une usine» quand les études ne l'intéressent pas</p>	<p>«Comme les études ne l'intéressent pas» (tc: but do accept longer quote : see ACCEPT) parce qu'il a quitté l'école quand les études ne l'intéressent pas Colucci quitte l'école («Colucci quitte l'école» distorts) il a quitté l'école parce que les études ne l'intéressent pas («il a quitté l'école» at the beginning of the answer distorts the message)</p>
<p>34 HISTOIRES DRÔLES 1 à cause de / parce que ses histoires drôles «(les clients) aiment surtout les histoires drôles qu'il raconte»</p>	<p>«Mais les clients aiment surtout les histoires drôles qu'il raconte» surtout les histoires qu'il raconte (needs «aiment» to score: see ACCEPT) Il joue de la musique à cause de sa musique et les histoires drôles il fait rire les clients (tc: no mention of «histoires drôles»)</p>
<p>35 CONCEPTS are EITHER: 1 <u>HE WORKS/STARTS IN THEATRE</u> il travaille/commence dans un théâtre (populaire) il travaille dans le théâtre d'un acteur connu</p> <p style="text-align: center;">OR</p> <p><u>AN ACTOR DISCOVERS HIM</u> «un acteur connu, venu dîner un soir, le découvre (et lui propose de venir travailler dans son théâtre, qui est très populaire)» (quand) un acteur découvre Coluche (au restaurant) (quand) un acteur le découvre (au restaurant)</p> <p style="text-align: center;">OR</p> <p><u>AN ACTOR PROPOSES WORK IN THEATRE</u> (quand) un acteur lui propose d'aller travailler dans son théâtre</p>	<p>«c'est là qu'un acteur connu, venu dîner un soir, le découvre et lui propose de venir travailler dans son théâtre, qui est très populaire»</p>
<p>36 PANTALON RAYÉ / CHAUSSURES JAUNES 1 il est (toujours) habillé d'«un pantalon rayé bleu et blanc et des chaussures jaunes» (un) pantalon rayé bleu et blanc (des) chaussures jaunes</p>	<p>«(il va jouer dans des films, faire des publicités, toujours) habillé d'un pantalon rayé bleu et blanc et des chaussures jaunes» «d'un pantalon rayé bleu et blanc et des chaussures jaunes» («d'un» or «habillé d'un» not accepted as needs to be accompanied by «il est habillé d'» or «il est vêtu d'» or similar)</p>

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<p>37 CONCEPTS are EITHER:</p> <p><u>HUNGRY PEOPLE</u> (plus de) gens qui n'ont pas assez à manger (dans les rues) de plus en plus de gens n'ont pas assez à manger</p> <p style="text-align: center;">OR</p> <p><u>SHOCKED BY HUNGRY PEOPLE</u> «il est choqué et révolté de voir dans les rues de plus de gens qui n'ont pas assez à manger» il est choqué/révolté par des gens qui n'ont pas assez à manger</p> <p style="text-align: center;">OR</p> <p><u>THOSE IN NEED</u> (pour) les gens dans le besoin</p>	<p style="text-align: center;">1</p> <p>«en 1985, choqué et révolté de voir dans les rues de plus de gens qui n'ont pas assez à manger, Coluche a une idée (il décide de créer pour eux des restaurants...))»</p> <p>«choqué et révolté de voir dans les rues de plus en plus de gens qui n'ont pas assez à manger» (incomplete needs «il est»)</p> <p>les gens n'ont pas assez à manger (wrong concept: sounds as if no-one has enough to eat)</p>
<p>38 (i) <u>CINQ MILLE JOIGNENT (L'ASSOCIATION)</u> cinq mille bénévoles viennent à l'Association «(dès le premier hiver) cinq mille bénévoles viennent se joindre à l'Association (Restos du Cœur)»</p>	<p style="text-align: center;">1</p> <p>préparer de la nourriture pour les gens dans le besoin</p>
<p>(ii) <u>DISTRIBUENT HUIT MILLIONS DE REPAS</u> (et) distribuent huit millions de repas</p>	<p style="text-align: center;">1</p>
<p>NB 2 correct answers on line 1, line 2 blank = 2; 2 correct answers on line 1, line 2 wrong = 1 (or vice versa)</p>	
<p>39 <u>POPULARITÉ DE COLUCHE</u></p> <p>«la popularité de Coluche [...] permet de trouver plusieurs millions d'euros pour les Restos du Cœur» à cause de la popularité de Coluche</p>	<p style="text-align: center;">1</p> <p>«la popularité de Coluche est telle qu'un appel à la télévision permet de trouver plusieurs millions d'euros pour les Restos du Cœur» pour trouver plusieurs millions d'euros pour les Restos du Cœur «la popularité de Coluche est telle»</p>
<p>40 <u>CONCEPT = CONTINUE HIS WORK</u> ils continuent son travail ils décident de continuer son travail «des amis de Coluche décident de continuer son travail»</p>	<p style="text-align: center;">1</p> <p>«Six mois plus tard, Coluche est tué dans un accident de moto à peine un an après la création des Restos du Cœur» INV</p>
<p>41 «ils aident ceux qui n'ont plus rien à entrer de nouveau dans la société en trouvant un emploi»</p> <p style="text-align: center;">1</p> <p><u>CONCEPTS are EITHER:</u></p> <p><u>AIDER + TROUVER EMPLOI</u> (ils) aident à trouver un emploi en trouvant (un)emploi</p> <p style="text-align: center;">OR</p> <p><u>AIDER + ENTRER DANS LA SOCIÉTÉ</u> aider à entrer ans la société</p>	<p>«Mais ils font plus que ça: ils aident ceux qui n'ont plus rien à entrer de nouveau dans la société en trouvant un emploi»</p> <p>les Restos du Cœur servent plus de 80 millions de repas par an INV</p>