

Cambridge Pre-U Teacher Guide

Cambridge International Level 3  
Pre-U Certificate in  
**MODERN FOREIGN LANGUAGES**  
**PRINCIPAL AND SHORT COURSES**

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Cambridge  
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# Teacher Guide

## Modern Foreign Languages Principal and Short Courses (9779–9783 and 1342–1346)

Cambridge International Level 3  
Pre-U Certificate in Modern Foreign Languages

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## Cambridge Pre-U Teacher Guide

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# Modern Foreign Languages

## Principal and Short Courses

**9779/1342 French**

**9780/1343 German**

**9781/1344 Spanish**

**9782/1345 Russian**

**9783/1346 Italian**

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## Introduction

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This guide is intended as an overview of the Cambridge Pre-U syllabuses in MFL. It is not language specific. The aim here is to provide a range of ideas and advice that will help teachers and candidates of the Pre-U approach their new syllabus in a fresh and rewarding way.

The syllabus seeks to bring the teaching and learning of modern foreign languages into close contact with the target language culture and, above all, with authentic language. By giving a solid context both linguistically and culturally within which the candidate can develop his or her linguistic skills and awareness, the Cambridge Pre-U strives to move away from the emphasis on classroom language towards an immersion in authentic language and culture.

Cambridge Pre-U is underpinned by a clear set of educational aims:

- Encouraging the development of well-informed, open and independent-minded individuals
- Promoting deep understanding through subject specialisation, with a depth and rigour appropriate to progression to higher education
- Helping learners to acquire specific skills of problem-solving, critical thinking, creativity, team-working, independent learning and effective communication
- Recognising the wide range of individual talents and interests
- Promoting an international outlook and cross-cultural awareness

Necessarily, this guide can only cover those things that are common to all five of the MFL syllabuses, but it is clear that the aims above are particularly suited to the study of modern foreign languages and cultures.

Part one of the guide deals with the Principal Courses and part two looks at the Short Courses. The Online Resource section at the end of the guide will be relevant to teachers and candidates studying either type of course.

## PART ONE: PRINCIPAL COURSES

### Distinctive features of the Principal Course syllabuses

What makes the Cambridge Pre-U so attractive to teachers and candidates alike is its fresh and challenging emphasis on incorporating cultural elements into the learning process, both in the classroom and in the candidates' own work.

This is not to say that the work or the examinations are any more difficult, but rather that the stretch and expansion inherent in the course comes from the work done every day, rather than just from the assessment demands of the examination.

The three main distinctive elements are:

*Portfolio of articles* – candidate input, range of discourse, range of sources, material for oral and written work, source of vocabulary and structures.

*350–450 word discursive essay (Russian 250–350 words)* – length of argument, encouragement of examples from target language cultures.

*Cultural component* – essays in English and target language, emphasis on broad cultural context and textual analysis.

### Examination paper breakdown

The grid that follows attempts to highlight the skills required in each paper of the syllabus.

Paper	Content	Skills	Material/techniques
Paper 1			
Speaking	Discussion of an article and related themes (8 mins) (30 marks)	<ul style="list-style-type: none"> <li>• presenting an overview</li> <li>• expressing opinions</li> <li>• discussion</li> <li>• response</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> <li>• debate</li> </ul>
	Prepared topic discussion (8 mins) (30 marks)	<ul style="list-style-type: none"> <li>• research</li> <li>• discussion</li> <li>• response</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> <li>• presentations</li> </ul>
Paper 2			
Reading and Listening	Reading (30 marks): two passages (one TL answers, one English answers), Re-translation	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• inference</li> <li>• transfer of meaning</li> <li>• re-translation</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> </ul>
	Listening (30 marks): two passages (one TL answers, one English answers), third passage for summary in English	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• inference</li> <li>• transfer of meaning</li> <li>• summary skills</li> </ul>	<ul style="list-style-type: none"> <li>• audio articles</li> <li>• internet</li> <li>• TV</li> <li>• conversation</li> <li>• identifying gist</li> </ul>

Paper 3			
Writing and Usage	Discursive Essay (40 marks): 350–450 words (250–350 words in Russian)	<ul style="list-style-type: none"> <li>• accuracy</li> <li>• range</li> <li>• idiom,</li> <li>• development and organisation of ideas</li> <li>• relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> <li>• debate</li> <li>• planning</li> </ul>
	Use of the TL (20 marks): verb test, sentence transformation test, cloze test	<ul style="list-style-type: none"> <li>• accuracy</li> <li>• comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• grammatical practice</li> </ul>
Paper 4			
Topics and texts	Cultural topics (30 marks): in TL, 350–500 words (250–400 words in Russian)	<ul style="list-style-type: none"> <li>• use of film or texts to acquire a broad cultural knowledge</li> <li>• development and organisation of ideas</li> <li>• accuracy</li> <li>• range</li> <li>• idiom</li> </ul>	<ul style="list-style-type: none"> <li>• planning</li> </ul>
	Literary texts (30 marks): 450–600 words in English	<ul style="list-style-type: none"> <li>• literary analysis</li> <li>• detailed knowledge and understanding</li> <li>• development and organisation of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• identify and illustrate</li> <li>• planning</li> </ul>

If a candidate were also studying for the Cambridge Pre-U Global Perspectives paper, areas of overlap to be considered might include the prepared oral topic and the cultural topics, as far as examinations are concerned. In terms of day-to-day study, focusing for a period of time on a particular area of a language (Francophone Africa, for instance, for ecological themes; or Spanish in the USA for a political investigation) would bring up many interesting ideas.

## Schemes of work

It is not the aim of this guide to tell a Head of Department how to go about planning two years of work in their individual schools. Local conditions determine much of what teachers do. However, there are some common questions that arise. 380 guided learning hours need to be used effectively.

- How much does one plan the course around topic work as a way to structure the year?
- Should grammar stand alone, be integrated into topic work or be integrated into discursive essay preparation?
- Should one set a core vocabulary or allow this to grow from the portfolio of articles?
- Is it best to approach the essay in English on the literary text before the essay in the target language on the cultural topic (paper 4)?
- What linguistic elements constitute the core of the step from GCSE to Pre-U language work?
- Oral work dovetails well with discursive essays in terms of vocabulary and structures – how can this be encouraged in the classroom?
- What proportion of classwork to homework is appropriate?

## Grammar exercises

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Below are some suggestions of links between topic areas and grammar points, which should not be seen as prescriptive or definitive, but may help with initial planning.

The full list of topics can be found on pages 17 and 18 of the syllabus.

- Human relationships: genders, plurals, imperatives
- Family: disjunctives
- Generation gap: possessives, interrogatives
- Young people: negatives, indirect speech
- Patterns of daily life: present, imperfect
- Urban and rural life: future, perfect, conditional
- The media: impersonal forms, argument, past tenses
- Food and drink: opinions, justifications
- Law and order: cause and effect, justifications
- Religion and belief: subjunctives
- Health and fitness: dependent infinitives
- Work and leisure: time phrases, conjunctions, verbs of motion
- Equality of opportunity: numbers, articles
- Employment and unemployment: comparatives, subjunctives
- Sport: superlatives, reflexives
- Travel and tourism: passive, relative clauses
- Education: conditions and intentions
- Cultural life/heritage: past tenses, argument
- War and peace: subjunctives
- The developing world: future, conditional
- Medical advances: future, conditional
- Scientific and technological innovation: subjunctives
- Environment: cause and effect, conditions, results
- Conservation: intention, passive, imperatives
- Pollution: cause and effect, argument

There are many ways to go about presenting this material, and teachers should not restrict themselves solely to practising the type of exercise found in the Usage section of Paper 3. Having said that, pronouns and prepositions are perfect for gap-fill exercises. This is where the idea of guided learning comes most into play: present material, practise, build confidence and perfect the grammar and syntactical structures in question.

The portfolio of articles can allow this kind of study to be candidate-driven, if that is to taste, or grammar accumulation can be a teacher-led activity with a specific written or oral goal in mind.

Examination sections which lend themselves to practice of particular points are:

Essay writing:

Present tense, conditional tenses, language of argument, introduction of examples, conclusion phrases, riders, modifiers, various sentence structures (as well as a syntactical range)

Writing and Usage tests:

Verb conjugations, prepositions, relatives, agreement, though the full range of grammatical knowledge can be tested

Oral work:

Introduction of examples, leaders, riders, justifiers, negatives, present tense, subjunctive, argument

## Vocabulary exercises

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Active recall is the key, and as such de-contextualised rote learning should be avoided. There follows a list of suggested activities for encouraging active vocabulary practice.

- define in your own words
- find the odd one out (gender, verb group, meaning, etc.)
- translate the underlined words (both target language and English)
- ask the question that gives this answer
- answer this question
- match the pairs
- match the opposites
- make a list of ...
- rearrange these items into chronological order
- choose the appropriate item from the list below in this context
- rearrange these items into the following lexical groups
- cloze test where items are grammatically identical
- make a list of bullet points for this topic

There are also learning strategies that can make this essential activity more focused:

- Customisation of lists (from material found in articles) of items into different groups: syntactical, lexical, grammatical, personal.
- Annotations of items: ! for a surprising word, \* for a word to be used as often as possible, + for a word that adds sophistication, = for synonyms, # for slang words, FA for faux-ami.
- Hooks: as per customisation of lists, but also including known structures to help recall – football positions, rooms of a house, dance steps etc.
- Mind maps: a central core, and spider's legs leading off to associations.
- Space recall: all nouns top left of page, all verbs bottom right, for instance.

The vital thing is that the activity of accumulating and using the lexical items involves more than staring at a page, has a clear goal, and works for the individual learner. The dual emphasis on language learning and cultural awareness means that acquisition of vocabulary can go hand in hand with cultural discovery.

## Syntactical strategies

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The move from GCSE to Pre-U work entails a move away from the narrative tenses towards the present tense and the language of argument, broadly stated, and as seen above.

Expression of opinions is required in many areas of GCSE, but these need to become more sophisticated, i.e. as a result of analysis rather than personal preference. The move from food and drink to law and order in the topic list is a happy example of this.

Cause and effect vocabulary becomes important, so too do sentence structure and stylistic effects.

The phrases that signpost essays are necessary – introducing ideas, quotations and examples, changing the direction of the argument, concluding in a strong, weak or balanced way. Each language will have its own way of going about this.

Below is a list of some suggested activities for practice:

- the 'why, why, why' game – one candidate asks why at every possible moment
- the 'asking only questions' game – the entire conversation must be in questions
- the 'avoiding yes and no' game – these words (or any others you choose) must be avoided
- logic games: if, if and only if, when
- journalism (who, what, when, where, why)
- politeness strategies – preface each point with a polite disclaimer (I'm afraid ...)
- sequencing a list of items, and then connecting them in continuous prose
- one negative phrase, then one positive phrase

## Portfolio of articles

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The main use of the portfolio is to provoke good quality oral work and build cultural knowledge. A portfolio used in this way is a very powerful learning tool. It can be used to inspire candidate-led learning or as a teacher-led activity, and all points in between. Research leads to oral work which leads to vocabulary and structure accumulation and consolidation, and then to written work.

This is a major distinctive feature of the Pre-U course, and one which can be of great benefit when exploited well. Below is a putative template for reading articles, as well as some ideas on ways of exploiting them in class, and suggestions for storing them in both electronic and paper classifications.

There is also a decision to be made about approaches: a totally free choice of article might not always yield good results, while a highly targeted search for a whole class might not either. Variety and quality are the key. Guidelines as to length and source are important.

Sources can vary in intention and quality. Assessing the quality of the source is an excellent way of addressing a country's culture. Points of view (who's talking to whom, and why) reveal a lot.

Blogs are an excellent source of opinion and controversy – they can also inspire 'correct the mistake' grammar exercises!

Here is a suggested template to go with each article in a portfolio. It can, of course, be adapted to local conditions.

Topic:		Source:	
Sub-topics:		Links with:	
In brief: (50 words)			
Vocabulary			
Phrases			
Further research			
Questions arising:			

## Use of ICT

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All the GCSE favourites – pen friends, bookings, tours of Paris etc – can be explored and exploited online. How can this be extended to the Cambridge Pre-U syllabus?

Blogs, Wikipedia-style sites and so on all give an excellent opportunity to practise one's language skills in a live environment. Mostly, it's just a question of logging on and joining in. Newspapers and TV sites are all keen for bloggers to join in the debate.

Imaginative use of webcams and video cameras can create news reports, lectures and presentations. YouTube has plenty of these home-made language presentations, and they can all be improved on!

PowerPoint presentations by candidates are another useful tool. They allow intelligent and targeted research. A template can be set up for candidates to use, and they will build their own library of images, sounds and video clips. Presenting the work allows candidates to build up confidence in oral work.

The serious point is that hiding the language skills behind another activity is often an excellent way of practising and improving those language skills.

## Oral work

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There will be very little that is new to the experienced teacher in this section, but it is still worthwhile to have a list of good ways to introduce, encourage and consolidate oral work.

- Oral work as preparation for a discursive essay:
  - brainstorm topic vocabulary
  - present controversial picture
  - describe and analyse picture
  - (write accompanying report)
  
  - introduce structures
  - present topic stimuli
  - discuss using structures
  - (write exemplar sentences)
  
  - introduce/brainstorm/review topic vocabulary
  - take a stand and justify
  - take opposite stand and justify
  - choose one side and justify
  - (write discursive essay.)
  
- Who, what, when, where, why?  
Ask four closed questions about an article or stimulus that begin by establishing comprehension and knowledge and a fifth open question that leads to discussion (opinion-giving and justifying).

## Listening material

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Euronews.net is an excellent resource in German, French, Spanish, Italian and Russian. The transcripts that go with the clips are particularly useful.

There is software available to help store and exploit TV and Internet clips, and this depends on how local networks and computers work.

## Broad cultural context

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This phrase, which applies to the study of the topics in Paper 4 of the Cambridge Pre-U syllabus, merits closer examination.

Here are some ideas for bringing out this broad cultural context:

- look closely at what is in the background of films and news clips – names, shops etc
- how to recognise a ‘collocation’, linguistic tics of areas
- prejudices to be aware of and discuss – regional psychological attributes, for instance
- a sketch of a particular year – political, cultural, sporting events etc
- a sketch of a particular town – history, trade, importance etc
- imagine obituaries of various figures
- re-casting well-known films with indigenous actors
- cover versions of famous songs
- top ten lists of sports people, historical figures, artists etc (best and worst)
- connections/contrasts with ‘movements’

This whole area is full of possibilities for independent learning.

## Further guidance on paper 4: Topics and Texts

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Candidates will need to answer one question from the Topics section and one question from the Texts section. There will be a choice of two questions for each topic, and three questions for each text. Candidates should refrain from simply re-using irrelevant, pre-learned material, whether notes or old essays, when answering questions in this paper.

### Topics

In the Topics section, questions will be largely concerned with how a particular aspect of an individual topic manifests itself in the texts or films. This is likely to be primarily about content, though stylistic features may also be relevant, especially if the text being discussed is poetry. Examiners will be looking for an awareness of what features the works have in common and how they differ from each other, which aspects of the topic are dealt with (and which are ignored) in particular historical, social and cultural contexts, as well as how authors and film-makers generally approach themes, issues, characterisation etc.

An evaluative personal response is also likely to be required from the candidate. It is therefore important that candidates are given a clear awareness of the context of the works chosen for study so they can make a valid judgement.

It will be necessary to provide candidates with appropriate vocabulary in the target language to enable them to answer well. This can be obtained from a variety of sources: introductions to editions published in the target language country, articles and reviews in literary journals, encyclopaedias, newspapers and magazines available in libraries and on the Internet.

Candidates should indicate early on in their essays which two works they wish to discuss in their answer. If the question answered has two parts to it, both **must** be answered **either** separately **or** in an integrated form as the candidate prefers. Some questions will lend themselves to one way of answering more than another, but candidates should be encouraged to adopt the method they personally find most successful. It is unlikely that both parts of the question will merit equal treatment by the candidate, but the second part of the question must occupy a reasonable proportion of the answer. It is probable that both works studied must be considered in roughly equal proportions for the candidate to be awarded a mark in the top boxes.

### Texts

It is important to remind candidates that they are not aiming to produce a synopsis of plot and sketches of characters. They will need to explore themes, ideas, setting, the author's intentions, structure and the effects these create. If studying a play, it may be helpful to keep reminding them that the work was meant to be seen, not read. Dramatic effects are not always apparent from text, and candidates will need to appreciate the impact that the setting/movements would have on an audience. Candidates' attention should be drawn to stage directions in the plays studied. It will not always be possible to see the work performed at a theatre, but a filmed version might help.

### Approaching examination-style questions

When approaching a question on the text, candidates will need to bear in mind the structure of a successful answer: an introduction, a list of central points in the argument, whether for or against the statement in the question, and then a conclusion.

They should start with an introduction which shows they understand the question and, without giving away the conclusion at this stage, give a rough idea of the direction they are choosing for their argument.

Some candidates might be tempted to fill up a page with all the background and biographical information they know, for example general comments on love/war etc, or details of an author's childhood/unhappy love affairs. They need to be sure that such information will successfully target the demands of the question if they choose to use it. We may not need to know that a writer is an overweight alcoholic, but it could be useful to understand, as with English poets of the First World War such as Wilfred Owen, how his own traumatic experiences in the trenches influenced the way he writes about war.

In the central section of the answer, it is essential to illustrate each point with solid reference to the text. This can be a quotation, although there is no virtue in being able to write out a whole section from the text. A few words or a line or two may be all that is needed to show that they are capable of picking out something which illustrates the point being made. Quotations are most effective when short and to the point. They should always be properly introduced, explained and fully integrated into the syntax of the candidate's discourse.

Encourage candidates to express their own ideas – provided that they can back up these ideas with well chosen examples from the text and that what they say remains clearly linked to the question. This always sounds fresher, less “second-hand”, and is preferable to reproducing memorised and possibly irrelevant notes by other people.

In the conclusion, candidates should be able to sum up the points they have made in the course of the answer and to show clearly why they agree or disagree with the original question. At this stage one hopes that the urge to tell the story and put down everything they know has not made them lose the thread of their argument.

Candidates should be able to use some basic literary terms: tragic, comic, irony, farce, narrator, dialogue, plot, rhyme... This will be essential to achieve high marks when answering the commentary questions. A clear, straightforward style of writing is always acceptable: no slang, but no meaningless flowery phrases borrowed from critics.

## Student guide

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‘Liberating learning’ is one of the key principles of the Cambridge Pre-U.

Early emphasis in planning the course rightly falls on what the teacher is going to do, but the magic moment will come when all the attention is on what the candidate is going to do.

Here are some of the key elements for a successful candidate of the Cambridge Pre-U MFL syllabuses:

- an interest in the target language: its people, its attitudes, its history, its culture
- a desire to broaden and enrich that interest
- an interest in language for its own sake
- a recognition that the really distinctive feature of learning a language is that you are trying to end up with the ability to do it for yourself

## Examination mark schemes

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These are for reference. These should not be used to dictate the way that a teacher and candidate approach the course and the business of language learning. The syllabus is to be viewed as a means to an end: getting better at the language through a process of discovery, rather than as a series of hoops to be jumped through.

Of course, final assessment grades are important, but they are the destination, not the journey.

Marking criteria include:

- Paper 1:
  - comprehension, discussion, linguistic competence
  - some general cultural knowledge required for successful discussion in Part 1
  - pre-learnt material strongly discouraged
  - dictionaries not allowed in preparation but notes may be made
- Paper 2:
  - target language answers not marked for quality of language – where communication is clear, credit is not withheld
  - wholesale lifting of language from the original text will not be credited
  - answers in English do need to be clear
  - summary exercise: mark schemes consist of a list of points to be mentioned
- Paper 3:
  - discursive essay: accuracy, range, examples, and good development and deployment of ideas all encouraged
  - pre-learnt material strongly discouraged
  - use of the target language: accuracy
- Paper 4:
  - cultural topics: broad cultural knowledge and linguistic competence rewarded
  - detailed literary analysis not required
  - literary texts: detailed textual analysis rewarded
  - in both essays, good organisation and development of ideas are given credit

A general overview of the core elements required by the Cambridge Pre-U syllabus is:

- the ability to understand and manipulate information and language
- the ability to analyse and organise them in both spoken and written exercises
- successful independent learning built on the acquisition of skills

It is envisaged that the mark bands for the Cambridge Pre-U will approximate to:

- Distinction 1: beyond A Level A
- Distinction 2: beyond A Level A
- Distinction 3: equivalent to A Level A
- Merit 1: equivalent to A Level A/B
- Merit 2: equivalent to A Level B
- Merit 3: equivalent to A Level B/C
- Pass 1: equivalent to A Level C/D
- Pass 2: equivalent to A Level D
- Pass 3: equivalent to A Level E

## **PART TWO: SHORT COURSES**

### **Distinctive features of the Short Course syllabuses**

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Cambridge Pre-U syllabuses are linear. A candidate taking a Principal Subject must take all the components together at the end of the course in one examination session. The Short Course is provided for those who do not wish to take the subject through to Principal level, for those who desire a 'progress check', or for those opting out of a Principal Course but wishing to gain certification. A Cambridge Pre-U Short Course in a Modern Foreign Language is separate from, and cannot contribute towards, a Principal result.

The syllabus seeks to bring the teaching and learning of Modern Foreign Languages into close contact with the target language culture and, above all, with authentic language, giving a solid context both linguistically and culturally within which candidates can develop their linguistic skills and awareness.

In Modern Foreign Languages, the advent of the Internet enables both teacher and candidate to have access to a range of authentic press, television, radio and information that was previously unimaginable. Cambridge Pre-U encourages candidates to learn in context through a personal engagement with the culture by means of the new media available. Candidates, teachers and departments are encouraged to build up a portfolio of authentic articles and thus sharpen the focus of learning through current affairs, in their widest sense.

The sources for reading, listening and oral work are necessarily authentic and hence the Cambridge Pre-U seeks to move the classroom into contact with the culture of the target language in a concrete way. In order to facilitate the learning process, a number of topic areas have been identified, and all textual and listening material used in the examination will be drawn from them.

The syllabus equips candidates with a range of skills for careers in business, education and the arts.

The syllabus builds on the knowledge, understanding and skills typically gained by candidates taking Level 2 qualifications.

## Examination paper breakdown

The grid that follows attempts to highlight the skills required in each paper of the syllabus.

Paper	Content	Skills	Material/techniques
<b>Paper 1</b>			
Speaking (30 marks)	Prepared topic discussion (8–10 mins)	<ul style="list-style-type: none"> <li>• research</li> <li>• presentation</li> <li>• discussion</li> <li>• response</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> <li>• presentations</li> </ul>
<b>Paper 2</b>			
Listening, Reading and Writing (90 marks)	Listening (45 mins): Several recordings with questions in the target language and in English	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• inference</li> <li>• transfer of meaning</li> <li>• identifying gist</li> </ul>	<ul style="list-style-type: none"> <li>• audio recordings</li> <li>• tv</li> <li>• conversation</li> </ul>
	Reading (45 mins): Several passages with questions in the target language and in English	<ul style="list-style-type: none"> <li>• comprehension</li> <li>• inference</li> <li>• transfer of meaning</li> <li>• identifying gist</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> </ul>
	Guided Writing (45 mins): 220–250 words in the target language (Russian 150–180), based on a short reading passage	<ul style="list-style-type: none"> <li>• accuracy</li> <li>• range</li> <li>• idiom</li> <li>• development and organisation of ideas</li> <li>• relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• portfolio of articles</li> <li>• debate</li> <li>• planning</li> </ul>

## Schemes of work

The aim of this Guide is not to tell a Head of Department how to go about planning. Local conditions will determine whether candidates complete this Short Course in one or two years, and how much teaching time is made available. In the case of native speakers the relevant Scheme of Work may differ from that of non-native speaking candidates.

## Description of papers

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### Paper 1: Speaking

- **PREPARED TOPIC DISCUSSION** (8–10 minutes) Candidates will research a topic related to the history, current affairs or culture (including art, cinema, literature and traditions) of an area of the world where the target language is spoken. They will identify 5–8 headings within their topic, and submit these to CIE two weeks before the oral examination on a form provided. In the examination, candidates will be allowed to present their research for up to 1 minute (identifying interesting/contentious points in their topic, and reasons for choosing it) before discussion of the headings starts. Candidates can bring the headings into the examination to act as a prompt. They may also bring up to three pieces of visual material. Mark grids will assess knowledge as well as linguistic competence.

### Paper 2: Listening, Reading and Writing

- **LISTENING** (45 minutes) There will be several recordings with listening comprehension questions in the target language and in English. Language accuracy will not be taken into account as long as it does not impede communication. Candidates will hear the recordings three times and there will be pauses between each section.
- **READING** (45 minutes) There will be several passages with reading comprehension questions in the target language and in English. Language accuracy will not be taken into account as long as it does not impede communication.
- **GUIDED WRITING** (45 minutes) This part of the examination will consist of a guided piece of writing of 220–250 words in the target language (Russian 150–180 words), based on the stimulus of a short reading passage and dealing with a contemporary topic of a general discursive nature. Language accuracy and linguistic range will be taken into account in the mark scheme.

## Topic Areas

All textual material used in the examination will be drawn from the topic areas below, with reference to the country/ies where the language is spoken.

- Human relationships
- Family
- Generation gap
- Young people

- The media
- Food and drink
- Law and order
- Health and fitness

- Work and leisure
- Sport
- Travel and tourism
- Education

- Technological innovation

- Environment

Teachers are free to explore the topic areas **in any way they choose**. They may find the following examples (which are not prescriptive) a useful guide to planning courses. All these **suggestions**, and other themes chosen by the teacher from within the topic areas, should be studied with reference to countries and communities where the language is spoken.

### **Human relationships; family; generation gap; young people**

- *family activities; new patterns of family relationships; the status of the elderly and responsibility for their care*
- *generation gap: conflicts in the family circle; young people and the older generation; attitudes of young people to the family environment*
- *young people: young people and their peer group; young people as a target group for advertisers and politicians*

### **The media; food and drink; law and order; health and fitness**

- *the role and influence of the media; the power of advertising*
- *healthy eating; fast-food; national traditions of eating and drinking*
- *violence and crime; drug-related crime; the role of the police; law-enforcement*
- *healthy living; exercise; dieting, drugs, health care provision; stress; AIDS*

**Work and leisure; sport; travel and tourism; education**

- *women in society and in the workforce; equality of opportunity for minority groups*
- *individual and team sports; amateur and professional sport*
- *value of leisure; balance between leisure and work; planning leisure time*
- *tourism as a modern phenomenon; friction between tourists and local inhabitants; holidays and foreign travel*
- *education systems and types of school; patterns of curriculum, relationship between education and training; further and higher education provision; examinations*

**Technological innovation**

- *advances in the treatment of disease; ethical issues of medical and other technologies*
- *modern communications systems*

**Environment, conservation, pollution**

- *the individual in his/her own surroundings; effect of environment on individuals; protest action to protect one's locality; ways of contributing to environmental awareness*
- *global warming; acid rain; air pollution; water pollution; noise pollution; destruction of rain forests; damage to animal world; solutions and cost implications*
- *saving endangered species and landscapes*

**Suggested sources of authentic material**

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**French**

Candidates are encouraged to learn vocabulary in context by engaging personally and building up a portfolio of authentic articles on current affairs falling under general newspaper sections such as *A la une, Monde, Éco, Sciences, Société, Culture, Sports, Insolite* and *Médias*. These articles could be obtained from a variety of free online sources, for example <http://fr.news.yahoo.com>. A more youth-orientated perspective is available via *Les Clés de l'Actualité* or the BBC language site 'Accent d'Europe'. In addition, there are many websites, such as <http://education.france5.fr>, that offer an extensive range of French-language links. An online French magazine at school might also prove to be a good forum to encourage discussion of Francophone issues among candidates.

**German**

Candidates are encouraged to learn vocabulary in context by engaging personally and building up a portfolio of authentic articles on current affairs falling under general newspaper sections such as *Nachrichten, Politik, Panorama, Wirtschaft, Kultur, Wissen, Unterhaltung, Gesellschaft, Feuilleton* and *Sport*. These articles could be obtained from a variety of free online sources. A broad base can be found on <http://de.news.yahoo.com> whilst a more youth-orientated perspective is available via the Federal Republic's website [www.flutter.de](http://www.flutter.de). To aid teachers there is also [www.german.about.com](http://www.german.about.com), a site which provides supporting vocabulary material as well as resources in other media. In addition there are many websites, such as [www.zeitungen.de](http://www.zeitungen.de), offering links to an extensive range of German-language newspapers and other media. An online German magazine at school might also prove to be a good forum to encourage discussion of German-related issues among candidates.

### Spanish

Candidates are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which could be obtained from a variety of free online sources. In this context, the *Centro Virtual Cervantes* (<http://cvc.cervantes.es/oteador/>) might be useful as it offers links to a number of Spanish-language newspapers, radio and television stations throughout the world. An online Spanish magazine at school might also prove to be a good forum to encourage discussion of Hispanic issues among candidates.

### Russian

Candidates are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which could be obtained from a variety of free online sources. In this context, the *Rambler* website ([www.rambler.ru](http://www.rambler.ru)) might be useful as it offers links to a number of Russian-language newspapers, journals, radio and television stations throughout the world.

### Italian

Candidates are encouraged to engage personally in their learning and build up a portfolio of authentic articles, which could be obtained from a variety of free online sources. In this context, the RAI website ([www.media.rai.it](http://www.media.rai.it)) might be useful. The websites for Italian newspapers (e.g. *La Repubblica* and *Il Corriere della Sera*) and current affairs magazines (e.g. *L'Espresso* and *Panorama*) also offer useful articles and links.

For specific sources see the Online Resources section at the end of this guide.

## Portfolio of Articles

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Compilation of a Portfolio of Articles will help the Short Course candidates in a number of ways.

In the case of audio passages drawn from radio, television or the internet, the portfolio will aid candidates in the Listening Comprehension section of Paper 2. Here they will be presented with passages of varying character, e.g. news items, interviews and reports, and asked to respond in the target language and in English. Regular contact with audio passages of various sorts will enhance a candidate's familiarity with vocabulary and issues drawn from the Topic Areas. A portfolio of this sort can be stored in electronic form, perhaps on an in-school intranet.

A compilation of written passages drawn from press or internet will serve to increase a candidate's ability to cope with the Reading Comprehension section of Paper 2, and it will contribute towards greater facility in approaching the Guided Writing section. While blogs are an excellent source of opinion and controversy, they are likely to be written in language at the more unorthodox end of the linguistic spectrum; 'quality' magazines and newspapers will most probably be at the other end. In fairness to candidates, passages used in examination papers will be couched in standard language, edited and adapted where necessary to ensure clarity and accuracy. Teachers may likewise find it necessary to edit and adapt passages which they choose to store in portfolio form. The register of passages will itself be a subject of discussion, as well as the content and intention. The portfolio can be stored in electronic form or on paper.

## Oral work

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Although in Paper 1 candidates are asked to present a topic related to the history, current affairs or culture of any area where the target language is spoken, oral work will not be confined to preparation of this task. The chosen topic is likely to develop from research and discussion conducted earlier in the course.

In their oral work Centres are advised to explore the whole range of Topic Areas (see above), with a view to consolidation of vocabulary and practice of linguistic structures. All topic areas are designed to be accessible to candidates, and several will be familiar from GCSE. Candidates should be able to deepen and broaden their familiarity with these topics in the course of oral practice. This process will feed into their work on Guided Writing for Paper 2.

The generic mark scheme for Speaking can be found in the examination mark schemes section later in this part of the Teacher Guide.

## Listening

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Centres are advised to use recorded material that accompanies textbooks, tapes/CDs accompanying past papers at AS and A level, clips from Internet sources and recorded items from television. Recordings of the specimen listening exercises are also available on request from CIE.

Items set for Listening in Paper 2 will not require detailed knowledge of the political, social or artistic culture of the country whose language is being tested, but a familiarity with contemporary issues in that country or those countries is likely to be of advantage in Listening as well as in Reading and Guided Writing.

Listening passages will be tested in various ways, principally by gap-filling, comprehension questions in the target language and comprehension questions in English. Marks will be awarded for comprehension only; there will be no marks for quality of language. Answers must be sufficiently clear as to be understood by a native speaker; mistakes which do not impede communication will not be penalised.

Passages will be drawn from authentic sources, adapted where necessary, and will be studio-recorded, using native speakers.

## Reading

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Passages for Reading Comprehension will be drawn from authentic sources such as newspapers, magazines and the Internet. In fairness to candidates, they may be edited and adapted to an appropriate length and level of difficulty.

Questions will follow the order of the text and may test lexis, gist or inference. The number of marks will be indicated for each question.

Candidates are advised to heed the instructions in the rubric, which may ask them, for example, to underline the correct answer or may ask them – in the case of comprehension questions in the target language – to answer in their own words without copying word-for-word from the text. The latter is a skill which Centres are advised to practise with their candidates.

## Guided writing

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Candidates will be offered a choice of two stimulus passages dealing with a contemporary topic of a general discursive nature. The passage will be followed by a number of bullet points designed to guide the candidate in framing an answer of 220–250 words (150–180 in Russian). The successful candidate will plan the piece of writing carefully, heeding the prompts and avoiding pre-learned material. Content will be marked for response, organisation of ideas and points, relevant examples, exploration of the topic.

While candidates are at liberty to use vocabulary contained in the stimulus text, this exercise gives them the chance to display the full range of vocabulary and linguistic structures at their command. The mark scheme takes into account language accuracy and linguistic range. Work done on oral practice and reading comprehension will feed into this exercise.

The generic mark schemes for this section are to be found in the examination mark schemes section later in this part of the Teacher Guide.

## Student Guide

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‘Liberated learning’ is one of the key principles of the Cambridge Pre-U.

Early emphasis in planning the course rightly falls on the teacher, but success will depend greatly on the candidate’s attitude and performance.

Among the key elements for a successful candidate of the Cambridge Pre-U MFL Short Course syllabuses are:

- an interest in the target language: its speakers, its culture, its context
- a desire to broaden and enrich that interest
- an interest in language for its own sake
- a desire to communicate and to understand
- a recognition that success depends on interest, desire and commitment to the task of learning the necessary skills to be proficient in a language

## Examination mark schemes

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These are for reference only and should not be used to prescribe the way that a teacher and candidate approach the course and the business of language learning. Teachers are advised to attend In-Service training courses offered by the examination board to see how these mark schemes are applied and to benefit from advice offered on how candidates will best tackle the papers in question.

**Paper 1 Speaking:** the generic mark scheme follows this page.

**Paper 2** Question-specific mark schemes for the **Listening** and **Reading** sections of Paper 2 will be published after the marking and grading process.

The generic mark scheme for **Guided Writing** follows.

## Mark scheme for Speaking

### Prepared topic discussion (30 marks)

- Factual knowledge and opinions (14 marks)
- Range and accuracy (10 marks)
- Pronunciation and intonation (6 marks)

Factual knowledge and opinions (14 marks)	Range and accuracy (10 marks)	Pronunciation and intonation (6 marks)
<b>13–14 Excellent</b> Excellent factual knowledge of subject, understanding, illustration and opinion. Excellent preparation and discussion.	<b>9–10 Excellent</b> Excellent level of accuracy. Confident and effective use of wide range of structures.	<b>6 Excellent</b> Authentic pronunciation and intonation.
<b>11–12 Very good</b> Comprehensive knowledge of the subject, demonstrating clear understanding and using appropriate illustration. Range of relevant opinion, confidently discussed.	<b>7–8 Very good</b> Very good level of accuracy, over a range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.	<b>5 Very good</b> Very good pronunciation and intonation.
<b>9–10 Good</b> A good range of knowledge, generally well used. Relevant opinions. Ideas discussed well.	<b>5–6 Good</b> Good level of accuracy, with some inconsistency. Some complex language attempted. Errors do not impair communication.	<b>4 Good</b> Generally good pronunciation and intonation.
<b>7–8 Satisfactory</b> Solid base of knowledge, but insecure in some areas. Opinion adequate. Not always able to develop discussion.	<b>3–4 Satisfactory</b> Gaps in knowledge of grammar. Communication impaired by errors.	<b>3 Satisfactory</b> Satisfactory pronunciation and intonation.
<b>4–6 Weak</b> Limited knowledge, with obvious gaps. Some irrelevance and repetition. Opinions limited. Discussion pedestrian and/or hesitant.	<b>1–2 Weak</b> Little evidence of grammatical awareness. Accuracy only in simple forms.	<b>2 Weak</b> Many sounds mispronounced.
<b>1–3 Poor</b> Very limited knowledge. Material very thin and vague. Very hesitant discussion.		<b>1 Poor</b> Native language heavily influences pronunciation and intonation, impeding communication.
<b>0</b> No knowledge shown of topic.	<b>0</b> No rewardable language.	<b>0</b> Wholly inauthentic pronunciation and intonation.

**Mark scheme for Guided Writing****Part III: Writing: AO1, AO2, AO3****Short Course Writing Task (30 marks)**

- **Content: 15 marks (5 marks: AO1, 10 marks: AO3)**
- **Quality of Language: 15 marks (AO2)**

**Content**

15	<i>Excellent</i>	Excellent response. Ideas and points very effectively organised, illustrated with relevant examples and developed. Wholly relevant and convincing.
12–14	<i>Very good</i>	Very good response. Ideas and arguments well sequenced, illustrated with relevant examples and developed with occasional minor omissions. Coherent discussion.
9–11	<i>Good</i>	Good response. Most or main points of question explored. Ideas and examples adequately sequenced, or developed unevenly or with some lapses.
6–8	<i>Adequate</i>	Satisfactory response. Some implications of question explored. Evidence of argument, patchy or unambitious sequencing. Some omissions and/or irrelevance.
3–5	<i>Basic</i>	Limited understanding of question. A few relevant points made. Rambling and/or repetitive.
1–2	<i>Poor</i>	Minimal response. Implications of question only vaguely grasped. Very limited relevant content. Unsubstantiated and undeveloped.
0		No relevant material presented.

**Quality of Language**

15	<i>Excellent</i>	Excellent range of vocabulary and complex structures. Very high and consistent level of accuracy, with few, mostly minor, errors.
12–14	<i>Very good</i>	Appropriate use of a wide range of vocabulary, complex sentence patterns and structures. Able to use idiom. Impression of fluency and sophistication. Very accurate grammar. Few errors.
9–11	<i>Good</i>	Good range of vocabulary, with a variety of complex sentence patterns, though with occasional lapses in correct usage. Impression of enterprising use of structures and little repetition. Good level of accuracy, over broad range of structures. Tenses and agreements generally reliable, but some lapses in more complex areas.
6–8	<i>Adequate</i>	Adequate range of vocabulary, but some repetition and occasional lexical error. Some complex sentence patterns appropriate to the task, but with variable success. Occasional native-language influence. Adequate level of accuracy but overall performance inconsistent. Familiar structures usually correct and some complex language attempted, but with variable success. Errors do not impair communication significantly.
3–5	<i>Basic</i>	Limited range of vocabulary, with frequent repetition and significant lexical errors. Occasional attempts at more complex sentence patterns, but often impression of 'translated' language that impedes communication at times. Gaps in knowledge of basic grammar. Communication impaired by significant errors, e.g. adjectival agreements, verb forms and common genders.
1–2	<i>Poor</i>	Very limited range of vocabulary with frequent native-language interference and wrong words. Simple sentence patterns and very limited range of structures. Little evidence of grammatical awareness. Accuracy only in simple forms.
0		No rewardable language.

**Additional information**

**Grammar Syllabus:** this is available for each language on pp. 12–16 of the Modern Foreign Languages (1342–1346) syllabus.

The following information can be found in the same syllabus document:

**Performance Descriptors** (p. 17)

**Guided Learning Hours; Certification Title; Grading and Reporting; Classification Code for UK Centres** (p. 18)

**Language; Procedures and Regulations; Spiritual, Moral, Ethical, Social, Legislative, Economic and Cultural Issues; Sustainable Development, Environmental Education, Health and Safety Considerations, European Dimension and International Agreements; Avoidance of Bias** (p. 19)

**Key Skills** (p.20)

## PART THREE: ONLINE RESOURCES LIST

### French

#### Newspapers and Magazines

Here are some websites of newspapers and magazines (the URLs of which are subject to change). Apart from the use of articles, websites can also be exploited for their forums, blogs, readers' letters etc.

<a href="http://www.lemonde.fr">www.lemonde.fr</a>	<b>Le monde</b>
<a href="http://www.liberation.fr">www.liberation.fr</a>	<b>Libération</b>
<a href="http://www.lefigaro.fr">www.lefigaro.fr</a>	<b>Le Figaro</b>
<a href="http://www.leparisien.fr">www.leparisien.fr</a>	<b>Le Parisien</b>
<a href="http://www.lepoint.fr">www.lepoint.fr</a>	<b>Le Point</b>
<a href="http://www.phosphore.com">www.phosphore.com</a>	<b>Phosphore</b>
<a href="http://www.francesoir.fr">www.francesoir.fr</a>	<b>France Soir</b>
<a href="http://www.courrierinternational.com">www.courrierinternational.com</a>	<b>Courrier international</b>
<a href="http://www.la-croix.com">www.la-croix.com</a>	<b>La Croix</b>
<a href="http://www.lexpress.fr">www.lexpress.fr</a> <a href="http://www.lexpress.fr/idees/debats">http://www.lexpress.fr/idees/debats</a>	<b>L'Express</b> <i>Good for contentious issues &amp; polemic</i>
<a href="http://www.tempsreel.nouvelobs.com">www.tempsreel.nouvelobs.com</a> <a href="http://tempsreel.nouvelobs.com/debats">http://tempsreel.nouvelobs.com/debats</a>	<b>Nouvel Observateur</b> <i>Good for contentious issues &amp; polemic</i>

#### Television and Radio

<a href="http://www.france24.com">www.france24.com</a>	<b>France 24 TV channel</b>
<a href="http://www.tv5.org">www.tv5.org</a>	<b>TV5</b>
<a href="http://www.curiosphere.tv">www.curiosphere.tv</a>	<b>Excellent teaching resources</b>
<a href="http://www.lesite.tv">www.lesite.tv</a>	<b>Documentaries, teaching resources, subscription site for schools</b>
<a href="http://www.radiofrance.fr">www.radiofrance.fr</a>	<b>Website for radio stations, news, including France inter, France info, France culture</b>
<a href="http://www.liensutiles.org">www.liensutiles.org</a>	<b>Huge collection of information</b>
<a href="http://www.euronews.net">www.euronews.net</a>	<b>Euronews</b>

## German

## Newspapers and Magazines

<a href="http://www.spiegel.de">www.spiegel.de</a>	Der Spiegel
<a href="http://www.sueddeutsche.de">www.sueddeutsche.de</a>	Sueddeutsche Zeitung
<a href="http://www.tagesspiegel.de">www.tagesspiegel.de</a>	Der Tagesspiegel
<a href="http://www.faz.net">www.faz.net</a>	Frankfurter Allgemeine Zeitung
<a href="http://www.bild.de">www.bild.de</a>	Bild Zeitung
<a href="http://www.welt.de">www.welt.de</a>	Die Welt
<a href="http://www.zeit.de">www.zeit.de</a>	Die Zeit (weekly)
<a href="http://www.morgenpost.de">www.morgenpost.de</a>	Berliner Morgenpost
<a href="http://www.stern.de">www.stern.de</a>	Stern (magazine)
<a href="http://www.taz.de">www.taz.de</a>	Die Tageszeitung
<a href="http://www.paperball.de">www.paperball.de</a>	Online news

## Television and Radio

<a href="http://www.ard.de">www.ard.de</a>	ARD
<a href="http://www.zdf.de">www.zdf.de</a>	ZDF
<a href="http://www.rtl.de">www.rtl.de</a>	RTL
<a href="http://www.dw-world.de">www.dw-world.de</a>	Deutsche Welle TV/Radio

## Websites

<a href="http://www.goethe.de/gr/lon/enindex">www.goethe.de/gr/lon/enindex</a>	Goethe Institute: a wide range of relevant and useful links
<a href="http://www.sowieso.de/zeitung">www.sowieso.de/zeitung</a>	Online newspaper 'for young readers'
<a href="http://www.deutschlern.net">http://www.deutschlern.net</a>	Interactive exercises
<a href="http://www.daf.in">http://www.daf.in</a>	250 worksheets for school or self study
<a href="http://www.deutschunddeutlich.de/">http://www.deutschunddeutlich.de/</a>	Language worksheets for download

<a href="http://www.ralf-kinas.de">www.ralf-kinas.de</a>	<b>Deutsch als Fremdsprache: exercises, links, information</b>
<a href="http://www.teachsam.de">www.teachsam.de</a>	<b>Lehren und Lernen online</b>
<a href="http://www.bbc.co.uk/languages/german/lj/syllabus.shtml">http://www.bbc.co.uk/languages/german/lj/syllabus.shtml</a>	
<a href="http://www.daf-portal.de">www.daf-portal.de</a>	
<a href="http://www.lehrerfreund.de">www.lehrerfreund.de</a>	<b>Fundgrube des Unterrichts</b>
<a href="http://www.lernado.com/unterrichtsmaterialien/deutsch-als-fremdsprache/">http://www.lernado.com/unterrichtsmaterialien/deutsch-als-fremdsprache/</a>	<b>Deutsch als Fremdsprache</b>
<a href="http://www.digbib.org">http://www.digbib.org</a>	<b>digitale Bibliothek</b>
<a href="http://www.euronews.net">www.euronews.net</a>	<b>Euronews</b>

## Russian

### Newspapers and Magazines

<a href="http://www.utro.ru">www.utro.ru</a>	<b>Online newspaper</b>
<a href="http://www.aif.ru">www.aif.ru</a>	<b>Аргументы и факты</b>
<a href="http://www.kp.ru">www.kp.ru</a>	<b>Комсомольская правда (газета)</b>
<a href="http://www.izvestia.ru">www.izvestia.ru</a>	<b>Известия</b>
<a href="http://www.ng.ru">www.ng.ru</a>	<b>Независимая Газета</b>
<a href="http://www.sport-express.ru">www.sport-express.ru</a>	<b>СПОРТ-ЭКСПРЕСС (in Russian &amp; English)</b>
<a href="http://www.og.ru">www.og.ru</a>	<b>Общая газета: weekly digest</b>
<a href="http://www.itogi.ru">www.itogi.ru</a>	<b>Итоги (magazine)</b>
<a href="http://www.moscowtimes.ru">http://www.moscowtimes.ru</a>	<b>Moscow Times (in English too)</b>
<a href="http://www.sptimes.ru">www.sptimes.ru</a>	<b>St. Petersburg Times (in English)</b>

### Websites

<a href="http://www.top.rbc.ru">www.top.rbc.ru</a>	<b>News website</b>
<a href="http://www.alpvhadictionary.com/rusgrammar/index.html">http://www.alpvhadictionary.com/rusgrammar/index.html</a>	<b>Interactive grammar</b>
<a href="http://MasterRussian.com">http://MasterRussian.com</a>	<b>Language aids</b>
<a href="http://www1.umn.edu/lo1-russ/hpgary/page.htm#anchor10385409">http://www1.umn.edu/lo1-russ/hpgary/page.htm#anchor10385409</a>	<b>Online exercises</b>
<a href="http://www.russnet.org/online.html">http://www.russnet.org/online.html</a>	<b>Online language resources</b>

<a href="http://www.anekdot.ru/">http://www.anekdot.ru/</a>	Humour
<a href="http://www.blat.dp.ua/">http://www.blat.dp.ua/</a>	Блатной фольклор
<a href="http://vivovoco.rsl.ru/vivovoco.htm">http://vivovoco.rsl.ru/vivovoco.htm</a>	Russian literature & writing
<a href="http://conradish.net/">http://conradish.net/</a>	Russian writing (with online aids)
<a href="http://www.gumer.info">http://www.gumer.info</a>	Books online
<a href="http://www.euronews.net">www.euronews.net</a>	Euronews

## Spanish

### Newspapers and Magazines

<a href="http://www.20minutos.es/">http://www.20minutos.es/</a>	20 Minutos
<a href="http://www.abc.es/">http://www.abc.es/</a>	ABC
<a href="http://www.cambio16.info/">http://www.cambio16.info/</a>	Cambio 16
<a href="http://www.laclave.com/">http://www.laclave.com/</a>	La Clave
<a href="http://www.diariometro.es/">http://www.diariometro.es/</a>	Diario Metro
<a href="http://www.educared.net/primerasnoticias/">http://www.educared.net/primerasnoticias/</a>	Educared
<a href="http://www.elpais.com/">http://www.elpais.com/</a>	El País
<a href="http://www.elperiodico.com/">http://www.elperiodico.com/</a>	El Periódico de Catalunya
<a href="http://www.larazon.es/">http://www.larazon.es/</a>	La Razón
<a href="http://www.tiempodehoy.com/">http://www.tiempodehoy.com/</a>	Tiempo
<a href="http://www.lavanguardia.es/">http://www.lavanguardia.es/</a>	La Vanguardia
<a href="http://www.quediario.com/">http://www.quediario.com/</a>	Qué
<a href="http://www.clarin.com/">http://www.clarin.com/</a>	Clarín (Argentina)
<a href="http://diario.elmercurio.com/">http://diario.elmercurio.com/</a>	El Mercurio (Chile)
<a href="http://www.granma.cu/">http://www.granma.cu/</a>	Granma (Cuba)
<a href="http://www.reforma.com/">http://www.reforma.com/</a>	Reforma (México)
<a href="http://www.el-nacional.com/">http://www.el-nacional.com/</a>	El Nacional (Venezuela)
<a href="http://www.eldiariiony.com/">http://www.eldiariiony.com/</a>	El Diario (Estados Unidos)
<a href="http://www.aurora-israel.co.il/">http://www.aurora-israel.co.il/</a>	Aurora Digital (Israel)

## Television and Radio

<a href="http://www.rtve.es/">http://www.rtve.es/</a>	Radio Televisión Española
<a href="http://www.bbcmundo.com">http://www.bbcmundo.com</a>	BBC Mundo
<a href="http://euronews.net">http://euronews.net</a>	Euronews

The **Instituto Cervantes** website offers links to a wide range of publications as well as TV and radio stations in Spanish from around the world:

- <http://cvc.cervantes.es/oteador/> (see 'Medios de Comunicación')

## Italian

### Newspapers and Magazines

<a href="http://www.corriere.it/">http://www.corriere.it/</a>	Il Corriere della Sera
<a href="http://espresso.repubblica.it/">http://espresso.repubblica.it/</a>	L'Espresso
<a href="http://www.gazzetta.it/">http://www.gazzetta.it/</a>	La Gazzetta dello Sport
<a href="http://www.panorama.it/">http://www.panorama.it/</a>	Panorama
<a href="http://www.repubblica.it/">http://www.repubblica.it/</a>	La Repubblica
<a href="http://www.lastampa.it">http://www.lastampa.it</a>	La Stampa

The following two websites contain links to about a hundred Italian online newspapers and magazines, as well as giving other useful information:

- <http://www.giornali.it/>
- <http://www.italysoft.com/news/giornali-online.html>

### Television and Radio

- <http://www.rai.it/>
- <http://www.euronews.net>

The following websites offer links to a variety of TV and radio stations in Italian:

- <http://www.ipse.com/tv.html>
- <http://www.leradio.com/italia/index.html>

**General**

<a href="http://www.linguanet-europa.org">http://www.linguanet-europa.org</a>	<b>Multilingual resources</b>
<a href="http://www.europarl.europa.eu">www.europarl.europa.eu</a>	<b>European Parliament</b>
<a href="http://www.un.org/documents">www.un.org/documents</a>	<b>United Nations Documentation Center (texts in Russian, Spanish, English and French)</b>
<a href="http://www.who.int">www.who.int</a>	<b>World Health Organization (Information in English, French, Spanish and Russian)</b>



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