



International School of Kenya

Empowering students to create solutions for tomorrow's challenges

Modern Language in the Middle School French and Spanish

There are different levels of French (A, B, C and D) and Spanish (A, B, and C) classes available to Middle School students. They are assigned based on individual student ability. The curriculum is designed for language learning regardless of the particular language and the standards and benchmarks are the same in the equivalent levels of both Spanish and French. For example, the standards and benchmarks for Spanish A and French A are the same. The topics covered in the different levels in both languages are similar (listening, speaking, reading and writing) but the exposure and expectations increase in each level.



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Strand 1: Listening							
Standard 1.1: Comprehend and interpret spoken language on diverse topics							
MS Level A		MS Level B		MS Level C		MS Level D	
1.1.A1	Understand people giving information about themselves	1.1.B1	Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance	1.1.C1	Understand the main points of clear standard speech on familiar matters regularly encountered at school, leisure, etc.	1.1.D1	Understand phrases and the highest frequency vocabulary (regarding self, family, leisure, school, etc)
1.1.A2	Understand short, simple questions and instructions if they are simple, short and linked to daily situations	1.1.B2	Understand short conversations between familiar persons and/or familiar topics	1.1.C2	Exchange information about self, family, friends and pets	1.1.D2	Comprehend the main points of short clear conversations, standard speech between familiar persons and familiar topics
1.1.A3	Respond to basic instructions and commands (linked to familiar situations)	1.1.B3	Respond to basic instructions and commands	1.1.C3	Understand short conversations on familiar topics	1.1.D3	Follow directions and respond to simple instructions and commands.
		1.1.B4	Take simple dictation	1.1.C4	Follow directions and commands		

Strand 1: Listening							
Standard 1.2: Identify and interpret varied linguistic components to ensure comprehension							
MS Level A		MS Level B		MS Level C		MS Level D	
1.2.A1	Identify basic vocabulary words	1.2.B1	Use context clues to construct meaning	1.2.C1	Use known language and cognates to make informed guesses to construct meaning.	1.2.D1	Use known language and cognates to make informed guesses to construct meaning.
1.2.A2	Recognize some simple grammatical patterns	1.2.B2	Identify predictable and familiar vocabulary words	1.2.C2	Identify familiar and unknown vocabulary words	1.2.D2	Identify familiar and unknown vocabulary words
		1.2.B3	Recognize simple grammatical patterns	1.2.C3	Recognize more complex grammatical patterns	1.2.D3	Recognize complex grammatical patterns
		1.1.B4	Take simple dictation	1.1.C4	Follow directions and commands		



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Strand 2: Reading							
Standard 2.1: Comprehend and interpret written language on diverse topics							
MS Level A		MS Level B		MS Level C		MS Level D	
2.1.A1	Understand words and simple sentences in simple and short messages	2.1.B1	Read and understand short, simple texts and familiar names, words and very simple sentences	2.1.C1	Comprehend short, simple texts of personal relevance	2.1.D1	Comprehend and answer questions on texts related to familiar topics
2.1.A2	Understand and reply to short messages (e.g. an invite, an add or a pen friend, a postcard)	2.1.B2	Read brief articles from magazines (level appropriate)	2.1.C2	Understand the description of events, feelings, and wishes in personal letters	2.1.D2	Read articles from magazines (level appropriate)
		2.1.B3	Answer comprehension questions about short stories	2.1.C3	Comprehend main ideas and identify main characters and events in simple, familiar narratives	2.1.D3	Comprehend main ideas and identify main characters and events in simple, familiar narratives
		2.1.B4	Find specific, predictable information in simple everyday materials			2.1.D4	Find specific information in everyday materials

Strand 2: Reading							
Standard 2.2: Identify and interpret the varied linguistic components to ensure comprehension.							
MS Level A		MS Level B		MS Level C		MS Level D	
2.2.A1	Identify context and key words in short authentic materials	2.2.B1	Identify predictable and familiar vocabulary words and recognize simple grammatical patterns.	2.2.C1	Identify familiar and some unknown vocabulary words and recognize more complex grammatical patterns	2.2.D1	Identify familiar and unknown vocabulary words and recognize complex grammatical patterns



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Strand 3: Speaking							
Standard 3.1: Present information, concepts and ideas to an audience of listeners on a variety of topics							
MS Level A		MS Level B		MS Level C		MS Level D	
3.1.A1	Use simple phrases and sentences to describe familiar people and locations	3.1.B1	Use simple phrases and sentences to describe familiar people and locations.	3.1.C1	Use a series of phrases and sentences to describe in simple terms family, friends and people.	3.1.D1	Use a series of phrases and sentences to describe routine situations about self and surroundings and / or experiences
3.1.A2	Describe local places (home, school, neighborhood)	3.1.B2	Use detailed vocabulary and non-verbal skills to acquire goods and services for personal needs and leisure.	3.1.C2	Create brief reports on topics of personal interest	3.1.D2	Give detailed presentations on topics of personal interest
3.1.A3	Greet and introduce self and family	3.1.B3	Use repetition and gestures appropriately to assist in presenting oral reports and presentations	3.1.C3	Give a brief explanation and reasons for opinions and plans.	3.1.D3	Give a brief explanation and reasons for opinions and plans.
3.1.A4	Describe self and others			3.1.C4	Use repetition, rephrasing and gestures effectively to assist in presenting oral reports and presentations	3.1.D4	Produce a short but logical argument
3.1.A5	Describe likes/dislikes (food and drink, colors)						
3.1.A6	Tell time and weather (numbers, days, months)						
3.1.A7	Read aloud a short and previously rehearsed text						



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Strand 3: Speaking							
Standard 3.2: Engage in conversations, express feelings and emotions and exchange opinions and information							
MS Level A		MS Level B		MS Level C		MS Level D	
3.2.A1	Interact in familiar exchanges (e.g. a café or when someone asks for the time, etc)	3.2.B1	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities in present and past tense.	3.2.C1	Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics (e.g. to maintain a conversation)	3.2.D1	Interact in familiar structured situations and short conversations with minimal support
3.2.A2	Answer questions about personal information (asked slowly and in a simple language)	3.2.B2		3.2.C2	Use varied expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.	3.2.D2	Give and defend simple opinions on familiar topics
		3.2.B3	Use simple expressions to maintain a conversation (e.g. showing interest, asking for clarification, and checking comprehension)	3.2.C3	Exchange information on a wide variety of topics	3.2.D3	Exchange, check and confirm information in familiar situations
				3.2.C4	Use more complicated and varied expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations		



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Strand 3: Speaking							
<i>Standard 3.3: Identify and use the appropriate linguistic tools to ensure effective communication</i>							
MS Level A		MS Level B		MS Level C		MS Level D	
3.3.A1	Use basic vocabulary and structures to communicate a message	3.3.B1	Use predictable and familiar vocabulary words and simple grammatical patterns	3.3.C1	Use predictable and familiar vocabulary words and more complex grammatical patterns	3.3.D1	Demonstrate control of elementary vocabulary
3.3.A2	Pronounce a very limited repertoire of learnt words and phrases	3.3.B2	Pronounce simple and familiar vocabulary	3.3.C2	Pronounce familiar vocabulary	3.3.D2	Pronounce and create the correct intonation with basic familiar words and sentences
3.3.A3	Use basic and limited connecting words	3.3.B3	Use simple connecting words	3.3.C3	Use a variety of connecting words.	3.3.D3	Use simple connecting words, grammatical tools appropriate to a simple, familiar register



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Strand 4: Writing							
Standard 4.1: Present information, concepts and ideas to an audience of readers on a variety of topics							
MS Level A		MS Level B		MS Level C		MS Level D	
4.1.A1	Copy words and sentences	4.1.B1	Connect simple sentences to write a postcard, short, notes and emails	4.1.C1	Write personal letters describing experiences and impressions	4.1.D1	Write simple notes and messages relating to matters of immediate need or complete simple forms requesting basic information
4.1.A2	Write simple sentences in a postcard or an email	4.1.B2	Write simple journal entries	4.1.C2	Write simple connected texts on topics that are familiar or of personal interest	4.1.D2	Write simple texts with basic details about self and immediate surroundings
4.1.A3	Fill in simple forms requesting basic personal information	4.1.B3	Write simple lists and descriptions				
4.1.A4	Write simple lists and descriptions (e.g. party invitations, shopping lists)						
4.1.A5	Write simple descriptions of self, family and fictitious characters						

Strand 4: Writing							
Standard 4.2: Identify and use the appropriate linguistic tools to ensure effective communication							
MS Level A		MS Level B		MS Level C		MS Level D	
4.2.A1	Use basic vocabulary and structures to communicate a message.	4.2.B1	Use predictable and familiar vocabulary words and simple grammatical patterns	4.2.C1	Use predictable and familiar vocabulary words and some complex grammatical patterns	4.2.D1	Use predictable or familiar vocabulary words and more complex grammatical patterns
4.2.A2	Use approximately correct spelling	4.2.B2	Spell simple and familiar vocabulary accurately	4.2.C2	Spell familiar vocabulary	4.2.D2	Spell familiar vocabulary
4.2.A3	Use basic and limited connecting words	4.2.B3	Use simple connecting words. Some mistakes can occur	4.2.C3	Use a variety of connecting words	4.2.D3	Use multiple connecting words accurately

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Tel +254-20-209-1308/9 or +254-733-639-363
 communications@isk.ac.ke | www.isk.ac.ke
 PO Box 14103 Nairobi 00800, Kenya

