

# STEVENSON

## World Languages Placement Requirements New Students 2023

Placement to an Honors World Language course for a student new to the Pebble Beach Campus is based on a review of

- his or her placement exercise or, for students from Stevenson's Carmel Campus, a portfolio of work
- possibly a conversation with one of our language teachers

It is not appropriate for a student to take a language that he or she has already mastered.

Descriptions of the placement exercises for French, Japanese, Latin, and Spanish are given on the following pages.

## FRENCH PLACEMENT REQUIREMENTS

**French courses at Stevenson are designed for students learning French as a second language. Those who have mastered most of what is taught in Stevenson's highest level French course may not take French at Stevenson.**

To take the French Level 2 Placement Exercise, you should be able to prove your competence in:

- **Vocabulary:** Greetings, simple biographical and family information, physical and personality descriptions, school classroom and subjects, restaurant, leisure time activities, sports, weather, telling time, travel, around the house, and numbers.
- **Grammar:** present tense of the regular -er, -re, -ir verbs and the basic stem-changing verbs; present tense of the common irregular verbs including faire, être, avoir, aller, pouvoir, vouloir, partir, sortir; *knowledge of the passé composé and imparfait is helpful for students hoping to start in the honors track*; basic adjectives and their agreement, demonstrative adjectives, interrogative adjectives, possessive adjectives; articles/partitives; question words; and basic idioms with avoir; basic negation; *knowledge of the direct and indirect object pronouns is helpful for the honors track*; subject, and stress pronouns.
- **Writing:** You should be able to write dialogues or essays of 150-200 words in length, with the use of a dictionary.
- **Speaking:** You should be able to speak for several minutes in French about your school and/or family life, as well as basic likes and dislikes.

To take the French Level 3 Placement Exercise, you should show competence in all areas covered on the French level 2 placement as well as the following:

- **Vocabulary:** food; health; city life and shopping; and basic technology; more advanced idioms.
- **Grammar:** knowledge of the difference between imparfait and passé composé; direct and indirect object pronouns and y/en; savoir/connaître; comparatives/superlatives; reflexive verbs in present and past; *knowledge of plus-que-parfait and subjonctif is recommended for those aspiring to start in the honors track*; negative expressions including ne...rien, ne...personne; basic conditional and future forms; more irregular verbs in present and past, including devoir, recevoir, croire, voir, offrir.
- **Writing:** You should be able to write dialogues or essays of 300-400 words in length with the use of a dictionary.
- **Reading:** Regular track students should be able to comprehend texts at an A2 (novice high) level. Honors track students should be able to comprehend texts at a B1 (intermediate low) level.
- **Speaking:** You should be able to speak for several minutes in French about school, family life, basic likes/dislikes, and various Francophone cultural customs as they compare to your own culture.

To take the French Level 4 Placement Exercise, you should show competence in all areas covered on the French level 2 and 3 placement exercises as well as the following:

- **Vocabulary:** an understanding of basic prepositions, conjunctions, and transitional words like cependant, ainsi, enfin, etc.
- **Grammar:** present and past subjunctive; plus-que-parfait; conditional passé; relative pronouns; si clauses.
- **Writing:** You should be able to construct complex sentences, and write dialogues or essays of 500-600 words in length with minimal use of a dictionary.
- **Speaking:** You should be able to speak for several minutes in French about school, family life, basic likes/dislikes; and various Francophone cultural customs as they compare to your own culture. Your speech should be more analytical instead of just descriptive. The confidence and ability to speak extemporaneously is necessary for success at this level.

## JAPANESE PLACEMENT REQUIREMENTS

**Japanese courses at Stevenson are designed for students learning Japanese as a second language. Those who have mastered most of what is taught in Stevenson's highest level Japanese course may not take Japanese at Stevenson.**

To take the Japanese Level 2 Placement Exercise, you should already be familiar with the following topics, plus Hiragana / Katakana, about 50 Kanji, polite form of speech both in positive and negative sentences. The content is from the textbook, "Adventures in Japanese 1".

**Vocabulary:** nationalities and languages, personal information, around campus, commuting, cities and neighborhoods, buildings and places around town, schedules with time, daily activities, weekends and holidays, counters for small items, people, pencils, paper, etc.

**Grammar:** Identification: the copula 「です」; possessive particle 「の」; personal pronouns and demonstratives; asking questions: interrogatives; particles 「は」 and 「が」; the basic structure of Japanese verbs; the non--past, polite form of verbs; the past, polite form of verbs; Particles 「を」, destination 「に」, time 「に」, location 「で」, by tool, transportation etc. 「で」, with whom 「と」; Frequency words; expressing likes and dislikes: 「好き」 and 「嫌い」; i-adjectives and na- adjectives both in non-past and past tenses; adverbs とても、あまり、すこし/ちょっと、ぜんぜん; expressing existence: the verbs 「あります」 and 「います」; indicating location; positional words; expressing a desire 「ほしい」 「～たい」; making suggestions and invitations: 「ましょう」 「ませんか」.

To take the Japanese Level 3 Placement Exercise, you should be familiar with the same things as those taking the Level 2 placement exercise and about 150 kanji, and also with the following topics. The content is from the chapters up to 7 in the textbook, "Adventures in Japanese 2".

**Vocabulary:** today's weather, enjoying the four seasons, forecasting, hobbies and pastimes, sports, family, school rules, driving, wellness, New Year's, etc. **Grammar:** plain form of speech, including dictionary form and nai-form of verbs; the difference between polite and plain forms of speech (eg. 好きです vs 好きだ; 高校生です vs 高校生だ; 大きいです vs 大きい; 行きます vs 行く); non-past and past tenses both in positive and negative sentences; particles showing grammatical relationships;; conjoining nouns: 「と」, 「や」, 「など」; adverbs used in negative sentences; connecting disjunctive sentences; approximate numbers; conjugating adjectives; comparatives and superlatives; explaining a reason: 「のだ」 「～から、…」 「～ので、…」.; the te-form of adjectives and the coupla; the te-form of verbs; expressing probability and conjecture; adverbs used with comparatives; linking disjunctive clauses with 「けれども」; conjoining sequential actions; interrogative 「+か、も、でも」; describing abilities; nominalizers: 「こと」 and 「の」; more uses of the particle 「も」; the te-form of verbs 「～て、～」 「～ています」 「～てください」 「～てもいいですか」 「～てから、～」 「～てみます」; 「かor」; words expressing respect and politeness; have you already eaten?; some time expressions; expressing experience: ; and 「もう」 and 「まだ」; expressing a desire 「ほしい、ほしがる」 「～たい、～たがる」 「～てほしい、～てほしがる」; nominal verbs 「～する」; expressing "have to" and "don't have to" 「なければなりません、なくてもいいです」 experience using ta-form of verbs 「～たことがあります」; the verbs of giving and receiving 「あげます」 「くれます」 「もらいます」; different structures using the dictionary form and nai-form of the verbs 「～ことができます」 「～つもりです」 「～はずです」.

To take the Japanese Level 4 Placement Exercise, you should already be familiar with the same things as those taking the Level 3 placement exercise and about 250 kanji, but also with the following topics. The content is from the chapters up to 5 in the textbook, "Adventures in Japanese 3".

**Vocabulary:** foods and beverages, flavors and tastes, cooking terms, shops and stores, shopping, clothes, occupations, sports, Japanese folk tales, etc.

**Grammar:** expressing an opinion: ... 「と思う」; 「～すぎる」; quoting speech: ... 「という」; expressing intention: 「つもり」 and the volitional form of verbs; the te-form of verbs [+みる、しまう、いく、 and くる]; expressing simultaneous actions: 「～ながら」 vs 「～間あいだ」; to do things such and such 「～たり～たり」; saying whether something occurred before and after 「前」 「後」; offering advice 「～たほうがいい」; quote marker 「と」; when something happens: temporal clause ending in 「時とき」; indefinite pronoun 「の」; making if-then statements: the 「～たら」 conditional; going somewhere with a purpose: using the particle 「に」 to express purpose; reporting hearsay: ... 「そうだ」; saying

whether or not something is true: ... 「かどうか」 ; giving reasons with 「～し、～し」 ; 「だけ」 ; 「～やすい、～にくい」 ; potential form of verbs ; three usages of plain volitional form of verbs 「いっしょに食べよう」「私がそうじをしよう」「今晚、日本語をたくさん勉強しようと思う」 ; relative clauses; describing a change in state: 「なる」 ; giving or receiving a favor 「～てあげる」 ; 「～てくれる」 ; 「～てもらう」 .

## LATIN PLACEMENT REQUIREMENTS

**Students who have mastered most of what is taught in Stevenson's highest level Latin course may not take Latin at Stevenson.**

To take the Latin Level 2 Placement Exercise, students are expected to have mastered the present, imperfect, and perfect tenses, as well as the irregular verbs *esse*, *posse*, *velle*, and *nolle*. They should be familiar with nouns and adjectives of the first, second, and third declensions, and know how to translate interrogative, personal, and relative pronouns. The Cambridge Latin Course is used, and as a general guideline the first year of Latin will complete the first fifteen stages of that text.

To take the Latin Level 3 Placement Exercise, a strong command of Latin grammar is expected. Students who want to be placed in Latin 3 should be familiar with all six tenses of the verb, as well as participles. They should know the present and imperfect subjunctive as used in temporal and circumstantial *cum*-clauses. The Cambridge Latin Course is used, and as a general guideline, by the end of Latin 2, students will have completed stages 1-24 of that text.

To take the Latin Level 4 Placement Exercise, students should have completed a course that covered all of Latin grammar and be prepared to translate Latin literature at sight. In particular, they must be familiar with indirect statements, the ablative absolute, and active and passive periphrastics. Mastery of all tenses, voices, and moods of all verb conjugations is expected, as well as of all five declensions.

## SPANISH PLACEMENT REQUIREMENTS

**Spanish courses at Stevenson are designed for students learning Spanish as a second language. Those who have mastered most of what is taught in Stevenson's highest level Spanish course may not take Spanish at Stevenson.**

To take the Spanish Level 2 Placement Exercise, you should have already taken at least one year of Spanish, and have the following competencies:

- Overall proficiency: can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized structures that are written or spoken. Can communicate in spontaneous spoken and written conversations on familiar and everyday topics using a variety of phrases, simple sentences, and questions. Can present information using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language. Can identify cultural products and practices to help understand different perspectives.
- Grammar: you should know and have exposure to the following grammar topics: the present tense, the present progressive, reflexive verbs, ser and estar, gustar verbs, indirect and direct object pronouns, preterite, and imperfect.

To take the Spanish Level 3 Placement Exercise, you should be proficient in the same competencies as those taking the level 2 placement exercise, in addition to:

- Overall proficiency: can understand the main idea and some pieces of information on familiar topics from sentences and a series of connected sentences within texts that are spoken or written. Can participate in spontaneous spoken, or written conversations on familiar topics, creating sentences to ask and answer a variety of questions. Can communicate information, make presentations, and express thoughts about familiar topics through spoken or written communication. Can make cultural comparisons between products and practices to help understand different perspectives. Can interact at a functional level in familiar contexts.
- Grammar: you should know and have experience working with all of the grammar topics listed for the level 2 placement exercise, in addition to the following structures: further understanding of the preterite and the imperfect, an introduction to the compound tenses, informal and formal commands, and the subjunctive mood. **If you are aspiring to the honors course, you also need to have the following: a more detailed understanding of the subjunctive mood in both the present and the past, exposure to both the future and conditional tenses, and an introduction to conditional “if” clauses.**

To take the Spanish Level 4 Placement Exercise, you should be proficient in the same competencies as those taking the level 3 placement exercise, in addition to:

- Overall proficiency: can understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken or written. Can maintain spontaneous spoken or written conversations and discussions across various time frames on familiar, as well as, unfamiliar, concrete topics, using a series of connected sentences and probing questions. Can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken and/or

written language. Can explain some diversity among products and practices and how it relates to different perspectives. Can interact at a competent level in familiar and some unfamiliar contexts.

- Grammar: you should know and have experience working with all of the grammar topics listed for the level 3 placement exercise, in addition to a more detailed understanding of the following structures: ser and estar in all tenses, gustar verbs in a variety of tenses, preterite and the imperfect, future and conditional, the compound tenses, the present subjunctive, informal and formal commands, and an introduction to the imperfect subjunctive, pluperfect subjunctive, and conditional "if" clauses. **If you are aspiring to the honors course, you also need to have the following: a thorough understanding of the subjunctive mood in both the present and the past, the subjunctive mood in noun, adjective, and adverbial clauses, exposure to all compound tenses, and a comfortability with conditional "if" clauses.**