



**CALGARY CATHOLIC
SCHOOL DISTRICT**

FRENCH AND INTERNATIONAL LANGUAGES

**COURSE CHALLENGE PACKAGE
FOR STUDENTS AND PARENTS**

This package contains:

Alberta Education's Policy on Course Challenges
CSSD Guidelines
Parental Consent Form
Rubric for Written Assignments in Portfolio
Rubric for Oral Interview

Revised: January 2019

Alberta Education's Policy on Course Challenges

The course challenge provision allows any student registered in senior high school to challenge the outcomes of a course by participating in a formal assessment process, rather than taking the course.

This provision allows senior high school students who believe that they have acquired the knowledge, skills and attitudes as defined by the program of studies for a given course (and are ready to demonstrate that achievement) to participate in a summative assessment/evaluation process.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

[...] In the assessment process for a language course challenge, students need to perform a number of oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected knowledge, skills and attitudes for the course being challenged.

(Taken from AB Education's document Guide to Education: ECS to Grade 12/

Jan 2019 available online at:

<https://education.alberta.ca/media/3772212/guide-to-education-2018.pdf>

GUIDELINES FOR PARTICIPATING IN THE COURSE CHALLENGE

PARENTS MUST READ THE FOLLOWING GUIDELINES AND SIGN THE CONSENT FORM GIVING THE STUDENT PERMISSION TO PARTICIPATE IN THE COURSE CHALLENGE.

As stipulated in AB Education's guidelines, "Any senior high school student in Alberta who believes that they possess the knowledge, skills and attitudes for a senior high school course as specified in the program of studies, and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to their high school principal." (ECS to Grade 12/ Jan. 2019)

PROCEDURE

- Every school is responsible for providing the students with the necessary information regarding the guidelines and procedures of course challenges.
- The recommendations for timelines for students who require credits for graduation is to attempt the course challenge in Grade 11, second semester, or Grade 12, first semester.
- The challenge exam process consists of two components: a **portfolio of written and audio samples, and then a formal exam.**

Portfolio

- The dates and times of portfolio writing will be determined by the District and provided in advance to the school. The student must submit the Parent Consent Form to the Principal or designate prior to attending the date set for the portfolio.
- At this time, students will be expected to work independently on the written portions to be submitted, in a location designated for this purpose. Although the written portion must be done at the designated location, students will be allowed to work at home on the required audio component. They may submit a CD or video to this end. All

materials included in the portfolio must be left with the teacher and not returned to the student as a record of his/her course challenge attempt. No official mark is given for the work in the portfolio itself; it is simply used as evidence for knowledge of expected standards.

- The student must bring to the **portfolio** and **exam** portion their school ID (or government ID), a pen (black or blue), a HB pencil and an eraser. The students must also bring their own dictionaries and verb conjugation resources. A limited number of dictionaries, pens, pencils, and erasers will be provided by the supervising teacher. **Electronic devices are NOT permitted to be used as a resource (ex. Phone based dictionaries)**
- It is important to note that teachers are not to provide guidance, tutoring, or resources for the student to prepare him/her for the challenge.
- Once the portfolio is completed, an examiner (certified language teacher), will evaluate the written and audio productions to gauge student readiness to continue with the course challenge. If the submitted work is deemed satisfactory, the district languages department will communicate the dates, times and locations of the exams. **It is important to note that students will be responsible for their own transportation to the designated location.**
- The student must attempt all components in order to demonstrate that he or she possesses the outcomes to at least an acceptable standard, in order to be awarded a final course mark and credits for the course challenged.

REQUIREMENTS FOR THE PORTFOLIO (Total of 4 different samples as described below):

- I. One (1) audio CD or video recording based on one (1) field of experience (topic), which also demonstrates the language components (vocabulary and grammatical concepts) for the course level. The school/ district is not expected to provide resources for this audio component. This is the only component that can be prepared at home ahead of time. A written script (copy) is to be provided with the recording and both are to be submitted to the supervising teacher at the designated location for the Portfolio writing. Both the audio sample and the script must be labeled with full name, school, course being challenged and the date.

When the student records an audio sample, begin the sample by saying: an introduction:

My name is _____.
I am from _____ School
My student ID number is _____
The course I am challenging is _____

Students are reminded to hand in their audio sample, and a written copy of that audio sample. The audio sample must be handed in either on a cd or usb key, labelled with the student's name.

*** Digital audio files will not be accepted.

Please LISTEN to your audio sample before handing it in, to make sure it was recorded properly.

Minimum requirements per audio sample for *Italian, Filipino, Japanese & Spanish Language and Culture* courses:

30-3Y or 35-3Y level course challenge – 175 to 200 words

Minimum requirements per audio sample for *French* courses:

French 10-9Y level course challenge – 125 to 150 words

French 20-9Y level course challenge – 150 to 200 words

French 30-9Y level course challenge – 200 to 250 words

- II. Under teacher supervision, three (3) samples of written work from three **different** fields of experience demonstrating the language components (vocabulary and grammatical concepts) for the course level. All written works must be labeled with full name, student id, school, course being challenged and the date. It is the student's responsibility to access the targeted Program of Studies online to see the breadth and depth of the course challenged. This information is available at the following websites:

French <http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=528305#26805>

Spanish: <http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=812147#>

Italian: <http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=199969#>

Japanese: <http://www.learnalberta.ca/ProgramOfStudy.aspx?lang=en&ProgramId=697458#>

Filipino: Locally developed course, not available online. Please see Principal or designate for a copy of the Program of Studies.

Minimum requirements per written sample for *Italian, Filipino, Japanese & Spanish Language and Culture* courses:

30-3Y or 35-3Y level course challenge – 175 to 200 words

Minimum requirements per written sample for *French* courses:

French 10-9Y level course challenge – 125 to 150 words

French 20-9Y level course challenge – 150 to 200 words

French 30-9Y level course challenge – 200 to 250 words

8. Students have two options with regards to course challenges.

Option A:

Students may challenge a higher level course in sequence and receive a mark and 5 credits for the higher level course as well as 5 credits and P “pass” only for the lower course(s) in the sequence. Ex.: A student challenging French 30 receives 85% and 5 credits on their final Grade 12 transcript, plus 5 credits for French 10 and 5 credits for French 20. As French 10 and 20 were not challenged, the letter **P** (pass) will be placed beside these courses.

French 10	P	5 credits
French 20	P	5 credits
French 30	85%	5 credits

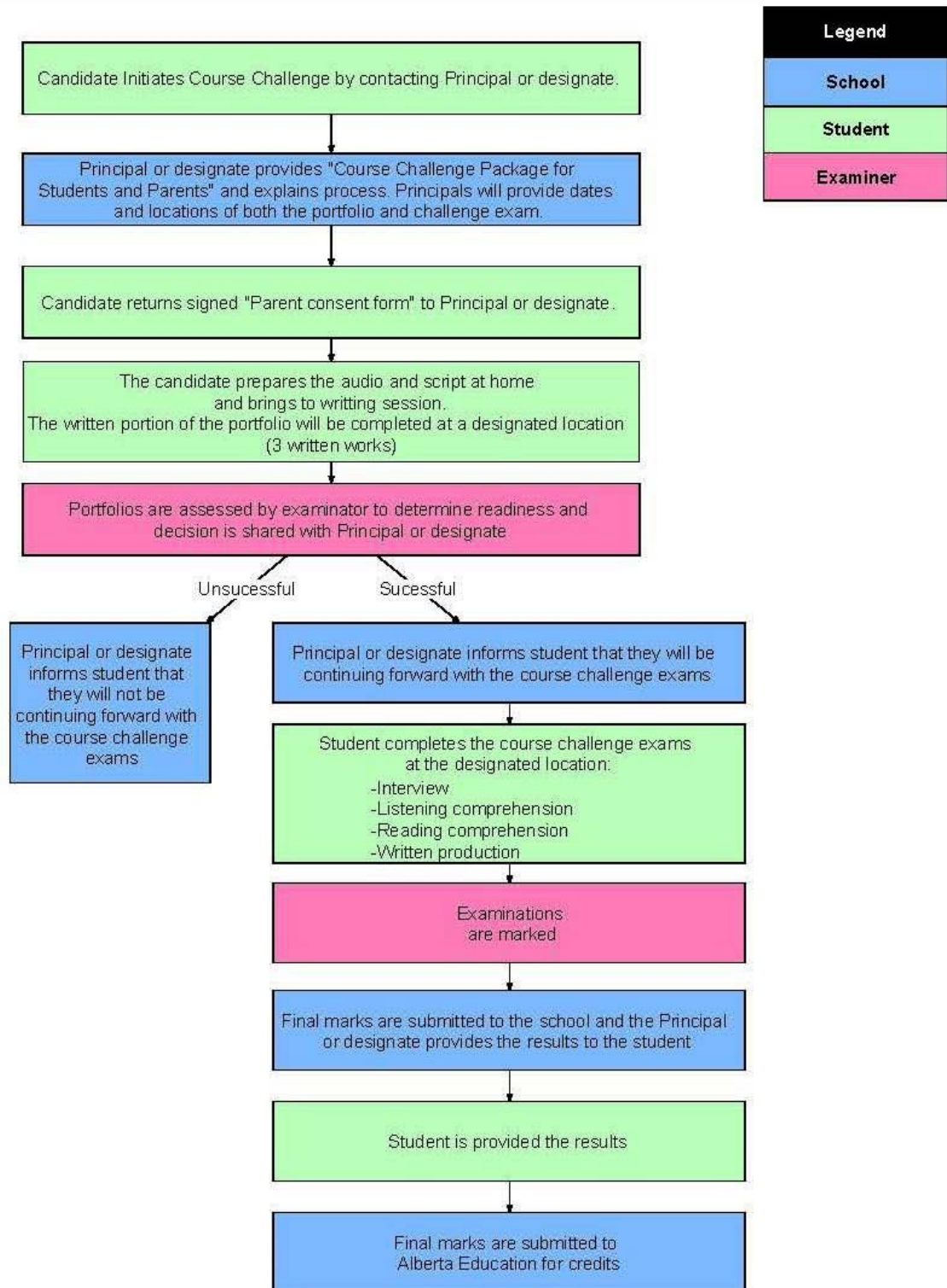
Option B:

Students wishing to receive a mark and 5 credits for each course in a sequence may challenge only **1 level per semester** in a sequential manner. Ex.: French 10 one semester, then French 20 the next.

9. A student shall attempt a particular course challenge only once. If the student is unsuccessful but wants credit in the course or wishes to raise his/her mark, the student is required to take the course; otherwise the **mark is final** and cannot be challenged.



Second Language Course Challenge Process - Student





**CALGARY CATHOLIC
SCHOOL DISTRICT**

Teaching and Learning,
French and International Languages

Parental Consent Form _____ (Year)

(PLEASE PRINT)

Student Name: _____ School: _____

Grade: _____ T.A.: _____ Student ID #: _____

Address: _____

Student District E-mail: _____ @learn.cssd.ab.ca

Home Telephone Number: _____

Parent/Guardian Name: _____

Parent/Guardian Daytime Telephone Number: _____

I have read and discussed the guidelines on participating in the Course Challenge with my son/daughter.

(Parent Signature)

(Date)

Course to be challenged: _____

List previous courses taken in French, Spanish, Italian, Japanese and Filipino.

GRADE	SCHOOL	MARK RECEIVED

For Department Use Only

Course currently registered in: _____

Course to be challenged: _____

Date of challenge: _____

Course Challenge : 3 Samples Written Portfolio Sample of Rubric to be used by the examiner

	Proficient	Adequate	Limited
Content Accuracy	Thorough coverage of the 3 different fields of experience. Has more than the minimum prescribed words Clear focus an sophisticated thinking are evident	Substantial coverage of the 3 fields of experience. Some examples provided nut not fully developed Respect the prescribed words	Fields of experience were not addressed .Minimum prescribed words or less.
Organization of ideas	Sequence is through and complete Provide some details to support the main point. Coherence and wholeness are evident .	Sequence is substantial. Structure is generally logical but may be uneven. Lacking of details to support the main point	Information is poorly organized. No details to support the main point.
Orthography, Lexicon, Grammatical elements	Almost no grammatical, spelling or punctuation errors. Consistently controlled manner of sentence patterns. Vocabulary used enhances the quality of information. Verb tenses are mastered and always appropriate for the chosen text	A few grammatical spelling or punctuation errors. Generally controlled manner of sentence patterns. Vocabulary used adequate to the information presented. Verb tenses are generally mastered and appropriate for the chosen text	Many grammatical, spelling, or punctuation errors and inconsistency in controlling sentence patterns impede reader's understanding. Repeated or inaccurate vocabulary. Verb tenses do not cover the range expected in the curriculum
Accessing/analyzing cultural knowledge	Accurately describes several elements associated with the culture. Presents several accurate facts about traditions and other aspects of the culture, with no inaccurate or questionable facts.	Accurately describes 1-2 elements associated with the culture. Presents 1-2 accurate facts about traditions and other aspects of the culture, but also includes 1 or more inaccurate or questionable facts.	Has difficulty describing any elements associated with the culture. Cannot write accurately about traditions and other aspects of the culture.

SAMPLE OF RUBRIC FOR ORAL INTERVIEW TO BE USED BY TEACHERS

Oral Production (Speaking/Interacting)

	5	4	3	2
Information/Explanation	Offers thorough detailed information and explanations; shows a high degree of openness to clarify meaning.	Offers sufficient information and sufficient explanations; shows considerable openness to clarify meaning.	Offers some relevant information and some explanation; shows some openness to clarify meaning.	Offers limited information and little explanation; shows little openness to clarify meaning.
Organization	Responses are well structured and organized	Responses are logically structured and organized	Responses are somewhat logically structured and organized.	Responses are inconsistently structured and organized.
Language Conventions	Uses grammar and sentence structure with a high degree of accuracy and effectiveness.	Uses grammar and sentence structure with considerable accuracy and effectiveness.	Uses grammar and sentence structure with some accuracy and effectiveness.	Uses grammar and sentence structure with limited accuracy and effectiveness.
Vocabulary	Makes word choices that reflect a high command of vocabulary.	Makes word choices that reflect a high level of accuracy.	Chooses words with some care to transmit knowledge.	Words are generally unclear and message incomplete.
Voice/Pronunciation	Voice is clear and highly effective; shows a high degree of confidence. Words are effectively pronounced.	Voice is clear and easy to understand; shows considerable confidence. Words are well pronounced.	Voice is generally clear; shows some confidence. Most words are well pronounced (understanding is not impeded).	Voice is clear in places; shows little confidence. Words are not well pronounced (parts are difficult to understand).

TOTAL

/25

FRENCH 10 – SPECIFIC LEARNER EXPECTATIONS

Domaines d'expérience: (Fields of Experience)

- Les activités
- Les vacances
- Le magasinage
- Les beaux-arts

Les éléments linguistiques suivants: (Grammar elements)

(All these elements must be shown, but not all elements need to be used in each topic.)

- le genre
- le pluriel des noms
- les articles définis et indéfinis
- les verbes comme **avoir**, **être**, **faire** et **aller** au présent, en utilisant le pronom personnel approprié
- les phrases à la forme négative et affirmative
- les expressions avec **avoir** et **faire** (**J'ai dix ans. Il fait froid.**)
- les prépositions de lieu
- les éléments cohésifs au niveau du lexique les mots-liens comme **et**, **parce que...**)
- vouloir, pouvoir et devoir au présent, en utilisant le pronom personnel approprié
- les questions : comment est-ce que...? combien est-ce que...? Et pourquoi est-ce que...?
- les verbes en –IR et en –RE au présent, en utilisant le pronom personnel approprié
- les adjectifs possessifs (notre, nos, votre, vos, leur, leurs)
- le futur proche, en utilisant le pronom personnel approprié
- la forme impérative (à toutes les personnes et à tous les temps)
- la forme pronominale au présent (ex. Je me lève.)
- le passé récent (ex. Je viens dechanter.)
- le conditionnel de politesse (Je voudrais, Nous voudrions Vous voudriez, J' aimerais, Nous aimerions)
- les expressions : C'était , Il y avait ...
- le vocabulaire relié à l' informatique (ex. Le télécopieur, le clavier etc...)
- le participe présent avec *en* (ex . Ma mère lit en écoutant de la musique)
- des expressions pour donner in conseil (ex. Il est important de..., Il faut, Il est nécessaire)
- des phrases avec des mots liens (ex. parce que , quand)
- des phrases avec des conjonctions (ex. et , mais)
- utiliser le mot *depuis* pour indiquer le temps
- prépositions utilisées dans le contexte de géographie. (ex. En France , A Paris ,
- l' inversion

FRENCH 20 – SPECIFIC LEARNER EXPECTATIONS

Domaines d'expérience: (Fields of Experience)

- les clubs et les associations
- le magasinage
- les sens et les sentiments
- la mode
- la vie sociale
- les activités de plein air

Les éléments linguistiques suivants: (Grammar elements)

(All these elements must be shown, but not all elements need to be used in each topic.)

- le comparatif
- les expressions avec le verbe **faire**
- les questions utilisant l'inversion
- les adverbes et les locutions adverbiales
- les pronoms emphatiques
- les éléments cohésifs (mots-liens) au niveau de la phrase
- le superlatif
- le pronom complément d'objet direct (avec des verbes au présent)
- le pronom complément d'objet indirect (avec des verbes au présent)
- le **passé composé** et l'**imparfait** (sans nécessairement faire la distinction entre l'utilisation du passé composé et celle de l'imparfait)

FRENCH 30 – SPECIFIC LEARNER EXPECTATIONS

Domaines d'expérience: (Fields of Experience)

- le monde du travail
- les voyages, les excursions ou les échanges d'élèves
- l'argent
- le rôle des médias
- la conservation et l'environnement

Les éléments linguistiques suivants: (Grammar elements)

(All these elements must be shown, but not all elements need to be used in each topic.)

- le futur simple
- l'emploi du **passé composé** et de l'**imparfait**
- les pronoms **y** et **en** ainsi que les pronoms compléments d'objet direct et ceux d'objet indirect tel qu'on les emploie dans le discours authentique
- le complément d'objet direct (au temps utilisé)
- le complément d'objet indirect (au temps utilisé)
- tous les pronoms interrogatifs
- le conditionnel présent

SPANISH 10 – SPECIFIC LEARNER EXPECTATIONS

Fields of Experience :

- people around me (greetings, personal information, people and descriptions, professions and occupations, clothing, the body, and family and friends)
- school (school facilities, in the classroom, time and schedule/calendar)
- activities (in the home, in the community – places, transportation and weather, favourite activities)
- celebrations (personal introduction to Spanish-speaking world – geography)

Grammar elements :

(All these elements must be shown, but not all elements need to be used in each topic.)

- me/te/le/
- nos/les/os gusta(n)
- pronouns after prepositions : mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes
- adverbs ending in *mente*
- caer bien/mal
- commonly used verbs : querer, ir, hacer, poder, venir, salir, jugar, saber
- possessive adjectives : mi, tu, su, mis, tus, sus, nuestro/a(s), vuestro/a(s)
- demonstrative adjectives and pronouns : este/a, ese/a, aquel/la, estos/as, eso/as, aquellos/as
- affirmative commands (tú and ustedes/vosotros forms, for commonly used verbs)
- affirmative and negative expressions : alguien, nadie, algo, nada, también
- reflexive verbs (irse)
- present progressive (estar + gerund)

- affirmative/negative/interrogative sentences in the present tense
- regular –AR, –IR, and –ER verbs in the present tense
- gender and number of nouns, adjectives
- commonly used verbs : ser, estar, tener, ser vs. Estar
- tener que + infinitive
- ir + a + infinitive (immediate future)
- definite and indefinite articles : el, la, los, las, un, una, unos, unas

- subject pronouns with regular verbs: yo, tú, él, ella, usted, nosotros/as, vosotros/as, ustedes

SPANISH 20 – SPECIFIC LEARNER EXPECTATIONS

Fields of Experience :

- foods – restaurants, market
- shopping, fashion and fads
- sports and exercise
- vacations and travel
- social life
- health and safety (physical states/visit to the doctor)
- daily routine
- introduction to cultural diversity in the Spanish speaking world

Grammar elements :

(All these elements must be shown, but not all elements need to be used in each topic.)

- irregular verbs in present tense : conocer, saber, dar, poner, traer, preferir
- preterite
- imperfect
- present tense
- simple future
- direct object pronouns
- por/para
- hace, expressions of time
- personal a
- impersonal se

- me/te/le
- nos/les/os gusta(n)
- commonly used verbs : querer, ir, hacer, poder, venir, salir, jugar, saber
- tener que + infinitive
- ir + a + infinitive (immediate future)
- definite and indefinite articles : el, la, los, las, un, una, unos, unas
- possessive adjectives : mi, tu, su, mis, tus, sus, nuestro/a(s), vuestro/a(s)
- adverbs ending in *mente*
- demonstrative adjectives and pronouns : este/a, ese/a, aquel/la, estos/as, eso/as, aquellos/as
- affirmative commands (tú and ustedes forms, for commonly used verbs)
- affirmative and negative expressions : alguien, nadie, algo, nada, también
- reflexive verbs
- present progressive (estar + gerund)
- pronouns after prepositions : mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes
- interrogative sentences in the present tense
- regular verbs in all persons in the present tense
- gender and number of nouns, adjectives
- commonly used verbs : ser, estar, tener

SPANISH 30 – SPECIFIC LEARNER EXPECTATIONS

Fields of Experience:

- arts, entertainment and literature
- music
- relationships (friends/clubs/activities/sports/hobbies)
- celebrations (cultural)
- driving
- folk tales, legends and fables
- children's games/children activities
- technology
- the world of work
- the environment

Grammar elements :

(All these elements must be shown, but not all elements need to be used in each topic.)

- possessive pronouns : mí/mía, tuyo/tuya, suyo/suya, míos/mías, tuyos/tuyas, suyos/suyas
- indirect object pronouns
- comparative, superlative, diminutive
- impersonal se
- preterite vs. imperfect
- conditional
- subjunctive mood
- present subjunctive : (-to express personal persuasion: aconsejar, decir, sentir, -to express emotion: alegrarse, sentir, -to express doubt, -after impersonal expressions : es una lastima que... es necesario que..., -to express wishes and hope : Ojalá que... Quiero que..., -after adverbial conjunctions such as *cuando* and *aunque*)
- negative commands
- irregular commands with *tú*

- irregular verbs in present tense : conocer, saber, dar, poner, traer, preferir
- preterite
- imperfect
- present tense
- simple future
- direct object pronouns
- por/para
- hace, expressions of time
- personal a

- me/te/le
- nos/les/os gusta(n)
- commonly used verbs in the present tense: querer, ir, hacer, poder, venir, salir, jugar, saber

- tener que + infinitive
- ir + a + infinitive (immediate future)
- definite and indefinite articles : el, la, los, las, un, una, unos, unas
- possessive adjectives : mi, tu, su, mis, tus, sus, nuestro/a(s), vuestro/a(s)
- adverbs ending in *mente*
- demonstrative adjectives: este/a, ese/a, aquel/la, estos/as, eso/as, aquellos/as
- affirmative commands (tú and ustedes forms, for commonly used verbs)
- affirmative and negative expressions : alguien, nadie, algo, nada, también
- reflexive verbs
- present progressive (estar + gerund)
- pronouns after prepositions : mí, ti, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes
- interrogative sentences in the present tense
- regular verbs in all persons in the present tense
- gender and number of nouns, adjectives
- commonly used verbs : ser, estar, tener

FILIPINO 35 – SPECIFIC LEARNER EXPECTATIONS

Fields of Experience:

- Arts: performing arts, writing arts, painting, drama etc.
- Entertainment: online games, web, mobile phones, television, movies etc.
- Media: print media (magazine, newspaper), electronic media (radio, T.V., Internet)
- Future plans
- Any other lexical fields that meet students' needs and interests.

Grammar elements :

(All these elements must be shown, but not all elements need to be used in each topic.)

Noun case markers

- Direct/absolute (subjects) marker: ang/ang +mga or si/sina for person, people, pets

Pronouns

- Personal Pronouns: absolute (subject) ako, kami, tayo, ikaw, kayo
- Oblique (common familiar) to show momentum direction towards location: akin, amin, atin, iyo, inyo, kanya, kanila
- Demonstrative Pronouns – absolute/subject: ito, iyan, iyon/mga (+ for plural), ergative: nito, niyan, nandito, narito, nandiyan, nariyan, nandoon, naroon
- Reflective Pronouns: ko, mo, niya, ating/aming, ninyo, nila

Modifiers (na, -ng/-g, -nang)

- Adjective + na/ng + noun, noun + naéng. +adjective, adverb – na/-ng + verb
- Adverbs ending in lalo na, verb +adverb –nang

Enclitic particles: nga, din/rin, ho and po (polite), ba (in yes-no questions)

Interrogative words: ano? bakit? saan? sino? kalian? kanino? alin? gaano? paano?

Verbs: aspect (common familiar): present infinitive aspect (including imperative) or commonly used verbs, present progressive (imperfective) Focus : actor 1st and 2nd person (common familiar)

Numerals: Cardinal 1-100, Ordinal 1-20

Sentence Structure/Patterns: S ay + V(+O) (S ay VO), V +ka/kayo ... **affirmative commands** for commonly used verbs, negation for (hindi, huwag, wala) negative commands for commonly used verbs (Huwag kang/kayong + V) e.g. Gloria, huwag kang bumili ng manga sa pakengke., simple interrogative sentences

ITALIAN 30 – SPECIFIC LEARNER EXPECTATIONS

Fields of Experience:

- arts, entertainment and literature
- the world of work
- technology
- the environment
- social issues
- any other lexical fields that meet their needs and interests

Grammar elements :

(All these elements must be shown, but not all elements need to be used in each topic.)

Nouns:

- collective; e.g., gregge
- abstract; e.g., virtù, amore
- compound; e.g., capolavoro

Pronouns:

- indirect object: le, gli, loro
- double object: me lo, te lo, glielo, ce lo, ve lo, lo (verb) loro
- possessive; e.g., il mio, il tuo, il suo Verbs:
- present perfect of verbs in -are, -ere, -ire
- imperfect of verbs in -are, -ere, -ire
- present tense of modal verbs: volere, potere, dovere
- present conditional of verbs in -are, -ere, -ire

Adjectives:

- absolute superlative; e.g., molto alto, altissimo
- irregular superlative; e.g., ottimo, pessimo, maggiore, minore
- relative superlative: il più (adjective) di, la più (adjective) di

Adverbs:

- of time: durante, mentre, ora
- absolute superlative: benissimo, malissimo, moltissimo, pochissimo
- adjective with -mente; e.g., lentamente, facilmente, caramente

Prepositions:

- simple: di, a, da, in, con, su, per, tra, fra
- compound; e.g., del, dello, dell', della, dei, degli, delle

Conjunctions: • però

Negative Expressions: • e.g., non (verb) più non (verb) ancora non (verb) mai non (verb) niente

JAPANESE 30 – SPECIFIC LEARNER EXPECTATIONS

Fields of Experience:

- holidays, celebration and traditions
- entertainment
- communications
- world of work
- arts and literature
- any other lexical fields that meet their needs and interests

Grammar elements :

(All these elements must be shown, but not all elements need to be used in each topic.)

- N mitai desu
- N to onaji desu
- N to chigaimasu
- N to N to dochira ga Adj. desu ka?
- N no hou ga Adj. desu
- N ga ichiban Adj. desu
- Adj. (stem) + sou desu (appearance)
- V ou/you: volitional form
- V nakutewa ikemasen/nakereba narimasen
- V naku temo iidesu
- V tara dou desu ka?
- [sentence] to omoimasu
- noun modifier clause
- interrogative noun: doregurai
- conjunctions: dakara, mazu, tsugini
- particle ya: mikan ya ringo
- N ni narimasu
- N ni shimasu
- person ni agemasu/moraimasu
- V tsumori desu
- V ta/nakatta (plain past/plain past negative)
- Vnai form
- V nai de kudasai
- potential verbs
- i-Adj. kute/na-Adj. –de
- [sentence] + n desu
- quantity + gurai/goro (approximation)
- mou/mada
- counter –fun: for minutes
- counters for dates
- particle o: as a marker for place to pass through
- particle no: indicate relationship
- Adj. (stem) + sugimasu
- V yasui/nikui desu
- V1 tari V2 tari shimasu
- V ta hou ga ii desu
- [sentence] to omoimasu