About the JFT-Basic
（Japan Foundation Test for Basic Japanese : JFT-Basic）
1. Objectives of the Test

Objective:
To assess whether the test-taker has the Japanese language proficiency to be able to engage in everyday conversation to a certain extent and handle daily life without difficulties

Based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) and the JF Standard for Japanese-Language Education (JF Standard)

*JF Standard: a framework for Japanese language education grounded on the principle of using the Japanese language to facilitate mutual understanding among people, developed by the Japan Foundation in accordance with the CEFR

Use:
The JFT-Basic is also used as a test to measure the level of Japanese language proficiency needed to obtain the residency status of “Specified Skill Worker (i)”
2. Target of the Test

Target:
Foreign nationals who are not native speakers of Japanese
(Foreign nationals about to reside in Japan mainly for work)
3. Testing Method

Computer-Based Testing (CBT)

Questions are set and answered on computers at test venue

Answer by looking at questions displayed on the screen

Answer based on audio played through the headphones
3. CBT screen

- Question number
- Section name
- Test name
- Time remaining
- Name of examinee
- Display area for test question and answer choices
- Navigation to questions using the Back and Next buttons
- Tab: Section
- Gray: Answered
- Green: Currently answering
- Green: Unanswered
- With flag: Review needed
- Flag for reviewing answer
You will hear two people talking about the New Year holidays at work. What did the man do with his friend during the New Year holidays?

Press the play button to play the audio.

Click on the Your Language button to pop up a screen with the problem in your local language. Understand the situation and setting before answering the question.

Answer by clicking on your choice. The selected answer will change color.
## 4. Test structure

<table>
<thead>
<tr>
<th>Section</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script and Vocabulary (Around 15 questions)</td>
<td>Word Meaning</td>
</tr>
<tr>
<td></td>
<td>Word Usage</td>
</tr>
<tr>
<td></td>
<td>Kanji Reading</td>
</tr>
<tr>
<td></td>
<td>Kanji Meaning and Usage</td>
</tr>
<tr>
<td>Conversation and Expression (Around 15 questions)</td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
</tr>
<tr>
<td>Listening Comprehension (Around 15 questions)</td>
<td>Comprehending Content (conversation)</td>
</tr>
<tr>
<td></td>
<td>Comprehending Content (communicating at shops and public places)</td>
</tr>
<tr>
<td></td>
<td>Comprehending Content (listening to announcements and instructions)</td>
</tr>
<tr>
<td>Reading Comprehension (Around 15 questions)</td>
<td>Comprehending Content</td>
</tr>
<tr>
<td></td>
<td>Information Search</td>
</tr>
</tbody>
</table>

60 minutes

*No time limit for completing each section*
4. Test structure

Script and Vocabulary

Purposes of the section
To test if the test-taker is able to read Japanese texts used in everyday situations, and whether the test-taker has the basic vocabulary and is able to use it.

Categories and their Purpose

<table>
<thead>
<tr>
<th>Category</th>
<th>Purpose of the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Meaning</td>
<td>To test the meaning of a word.</td>
</tr>
<tr>
<td>Word Usage</td>
<td>To test the usage of a word.</td>
</tr>
<tr>
<td>Kanji Reading</td>
<td>To test the hiragana pronunciation of a word written in kanji.</td>
</tr>
<tr>
<td>Kanji Meaning and Usage</td>
<td>To test the meaning and usage of a word written in kanji.</td>
</tr>
</tbody>
</table>
4. Test structure

**Conversation and Expression**

**Purposes of the section**
To test if the test-taker is able to use the grammar and expressions necessary for conversation in everyday situations.

**Categories and their Purpose**

<table>
<thead>
<tr>
<th>Category</th>
<th>Purpose of the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>To test if the test-taker can use the appropriate grammar matching the context.</td>
</tr>
<tr>
<td>Expression</td>
<td>To test if the test-taker is able to use the appropriate expression matching the context.</td>
</tr>
</tbody>
</table>
4. Test structure

Listening Comprehension

Purposes of the section
To test if the test-taker is able to listen to and understand conversations, instructions, etc. in everyday situations.

Categories and their Purpose

<table>
<thead>
<tr>
<th>Category</th>
<th>Purpose of the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehending Content (conversation)</td>
<td>To test understanding of contents by listening to an exchange of information or social exchange.</td>
</tr>
<tr>
<td>Comprehending Content (communicating at shops and public places)</td>
<td>To test understanding of contents by listening to an exchange at a shop or public place.</td>
</tr>
<tr>
<td>Comprehending Content (listening to announcements and instructions)</td>
<td>To test understanding of contents by listening to instructions and announcements, audio media, etc.</td>
</tr>
</tbody>
</table>
4. Test structure

Reading Comprehension

Purposes of the section
To test if the test-taker is able to read and understand letters, notices, explanations, etc. in everyday situations.

Categories and their Purpose

<table>
<thead>
<tr>
<th>Category</th>
<th>Purpose of the Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehending Content</td>
<td>To test reading of a short and simple letter, message, etc.</td>
</tr>
<tr>
<td>Information Search</td>
<td>To test if the test-taker is able to find the necessary information from an everyday billboard, notice, information material, etc.</td>
</tr>
</tbody>
</table>
5. Summary of linguistic competence and levels

Indicator of level: **Competence in accomplishing various kinds of tasks using Japanese**, which follows the CEFR framework adopted by the JF Standard as a Japanese language proficiency scale

Assesses sufficient Japanese proficiency at the A2 level

Six levels of Can-do
### Summary of linguistic competence required for **A2 level** (Comparison with adjacent levels)

<table>
<thead>
<tr>
<th>Level</th>
<th>Summary of linguistic competence</th>
</tr>
</thead>
</table>
| **B1** |  ・ Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.  
  ・ Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.  
  ・ Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.  
  ・ Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).  
  ・ Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  
  ・ Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| **A2** |  ・ Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).  
  ・ Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  
  ・ Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
| **A1** |  ・ Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).  
  ・ Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.  
  ・ Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. |
## 6. Test result notification

### Test result notification period and method

<table>
<thead>
<tr>
<th>On the day of the test</th>
<th>The total score and assessment results will be displayed on the screen at the end of the test.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 5 business days after taking the test</td>
<td>The test-taker can download the official notification of assessment results from the registration website after logging in.</td>
</tr>
</tbody>
</table>
6. Test result notification

How to view the notification of assessment results

Examinee information
- Face Photo
- Registration Number
- Name
- Nationality
- Date of Birth
- Sex

Test information
- Test Location
- Test Date

Total Score

Assessment results

Percentage of correct answers for each section

(Notification of assessment results)
Sample Questions
1-1 Script and Vocabulary  Word Meaning
Test the meaning of a word.

Look at the illustration and choose the correct word.

あなたの

おこります

わらいます
Test the usage of a word.

Read the sentence and choose the word that fits in ( ) the most.

だんだん 日本の しゅうかんに （ ） きました。

なれて

ふえて

すすんで
How do you write the underlined kanji word in hiragana? Choose the correct one.

水道が こわれた ときは、ここに でんわして ください。

すいとう
すいどう
ずいどう
Read the sentence and choose the kanji word that fits in (    ) the most.

とうきょうタワーが よる あかるく (    ) いて、とても きれいでした。

乗って
光って
通って
Mei-san is asking Emi-san about baby gifts. Read the dialog and choose the phrase that fits the most.

<table>
<thead>
<tr>
<th>あげない</th>
<th>あげよう</th>
</tr>
</thead>
<tbody>
<tr>
<td>あげるため</td>
<td>あげるつもり</td>
</tr>
</tbody>
</table>

**Markdown Version**

Mei-san is asking Emi-san about baby gifts. Read the dialog and choose the phrase that fits the most.

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<tbody>
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</tr>
</tbody>
</table>

**Japanese Text**

```
メイ：えみさん、ちょっと　聞いても　いいですか。
えみ：何ですか。
メイ：会社の　せんぱいに　お子さんが　生まれたので、
　お祝いに　何か　思うんですが、
　いくらぐらいの　ものが　いいですか。
えみ：そうですね。会社の　人には　だいたい　5000円ぐらいの　ものですね。
```
Two people are talking during lunch break at work. Read the dialog and choose the expression that fits the most.

- こちらこそ
- もういちど
- またこんど
You will hear two people talking about the New Year holidays at work. What did the man do with his friend during the New Year holidays?
You will hear a man asking a store staff about products at the convenience store.

Which one can the man eat/drink?
You will hear an officer talking about what to do in case of fire at an emergency drill at work.
(1) What do you do first when a fire occurs?
(2) Where do you evacuate?
You are reading a town's public information magazine. Answer questions (1) and (2).

かくさいフェスティバルが おこなわれました
2月24日（日） 文化ホール

午後は 世界の 歌と おどりの ステージや 世界の がっきコンサートが
おこなわれました。コンサートでは おきゃくさんが がっきを たいけんする
コーナーもありました。外の 広場では いろいろな 国の 食べ物や
アクセサリーが 売られていましました。

午後の スピーチコンテストでは 日本の 人は 外国語で、外国の 人は
日本語で 話しました。ゆっくりした ベトナムの ホアさんは、「スピーチは
はじめてでしたが、うまく 話しました。私は 日本での おもしろい けいけんに
ついて 話しました。みんな たくさん わ違って くれて、よかったです。
それから、私の 国の ことばで スピーチを している 日本の 人が いて、
びっくりしました。」と 話していました。

(1) フェスティバルに 行った 人は
何が できましたか。

歌と おどりを 見ること
がっきを 買うこと
アクセサリーを作ること

(2) ホアさんは スピーチコンテストに 参加して
どう 思いましたか。

スピーチの けいけんが なかったけど、うまく いった
自分の スピーチを わらわれて、かなしかった
日本人の 英語の スピーチが 上手で、びっくりした
Kumaru-san received instructions on medicines at the pharmacy. Look at the instructions and answer questions (1) and (2).

<table>
<thead>
<tr>
<th>No</th>
<th>色・形</th>
<th>名前・はたらき</th>
<th>起</th>
<th>朝</th>
<th>昼</th>
<th>夕</th>
<th>寝</th>
<th>注意事項</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>【ネツナレ錠】熱を下げます。鼻水をおさます。</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td>ねむくなりやすいので、車の運転はさけてください。</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>【セキドミカプセル】せきを鎮めます。</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>薬の作用が強く出ることがありますので、飲酒しないでください。</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>【タントレン錠】たんの切れをよくします。</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>他の薬を飲んでいる人は医者に相談してください。</td>
</tr>
</tbody>
</table>

(1) セキドミカプセルは1回にいくつ飲みますか。

2つ
3つ
5つ

(2) 飲んだ後、ねむくなるかもしれませんがのはどれですか。

ネツナレ錠
セキドミカプセル
タントレン錠
<table>
<thead>
<tr>
<th>Section</th>
<th>Category</th>
<th>Correct Answer(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Script and Vocabulary</td>
<td>Word Meaning</td>
<td>わらいます</td>
</tr>
<tr>
<td></td>
<td>Word Usage</td>
<td>なれて</td>
</tr>
<tr>
<td></td>
<td>Kanji Reading</td>
<td>すいどう</td>
</tr>
<tr>
<td></td>
<td>Kanji Meaning and Usage</td>
<td>光って</td>
</tr>
<tr>
<td>Conversation and Expression</td>
<td>Grammar</td>
<td>あげよう</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
<td>また こんど</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>Comprehending Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(conversation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehending Content</td>
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</tr>
<tr>
<td></td>
<td>(communicating at shops and public places)</td>
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<td></td>
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<td></td>
<td>(2) スピーチの けいけんが なかったけど、うまく いった</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) 2つ</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) ネツナレ錠</td>
<td></td>
</tr>
</tbody>
</table>