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

- Gray: Answered
- Green 1: Currently answering
- Green 3: Unanswered
- With flag: Review needed

- Tab: Section

- Navigation to questions using the Back and Next buttons

- Flag for reviewing answer
3. CBT screen

Your Language1: English, Chinese, Indonesian, Mongolian, Myanmar, Nepali, Thai or Vietnamese

Your Language2: Uzbek, Bengali, Lao or Malay

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.

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?

Problems are displayed in English.
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?

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 12 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 12 questions)</td>
<td>Grammar</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
</tr>
<tr>
<td>Listening Comprehension (Around 12 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 12 questions)</td>
<td>Comprehending Content</td>
</tr>
<tr>
<td></td>
<td>Information Search</td>
</tr>
</tbody>
</table>

*You can review and answer again as long as you are within the same section. However, once you move to the next section, you cannot go back to the previous section. In the Listening Comprehension section, you cannot go to the previous or next question to review and answer again.*
### 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>
### 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.  
| 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 official notification of assessment results can be viewed and printed on 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

Your test results are as follows:

- Total Score: 210 points (Range: 10-250 points, Passing Score: 200 points)

The percentage of correct answers for each section are as follows:

- Script and Vocabulary: 100%
- Conversation and Expression: 100%
- Listening Comprehension: 80%
- Reading Comprehension: 70%
Sample Questions
Look at the illustration and choose the correct word.

なきます
おこります
わらいます
だんだん 日本の しゅうかんに （ ） 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
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.

Mei: 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       と 思うんですが、
            いくらぐらいのものか 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。

        あげない

        あげよう

        あげるため

        あげるつもり
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

Two people are talking during lunch break at work. Read the dialog and choose the expression that fits the most.

- これから やまもとさんと 行くんですが、いっしょに どうですか。
- すみません。今日は おべんとうなので…。
- そうですね。さんねん。
- すみません。

Test if the test-taker is able to use the appropriate expression matching the context.
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?
3-2 Listening Comprehension

Comprehending Content (communicating at shops and public places)

Test understanding of contents by listening to an exchange of information or social exchange.

You will hear a man asking a store staff about products at the convenience store. Which one can the man eat/drink?

Your Language 1

Your Language 2

[Audio Player]

[Images of three items: rice ball, bun, coffee]

JAPAN FOUNDATION

JFT-Basic
3-3 Listening Comprehension

Comprehending Content (listening to announcements and instructions)

Test understanding of contents by listening to instructions and announcements, audio media, etc.

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).

4-1  Reading Comprehension  Comprehending content
Test reading of a short and simple letter, message, etc.

こ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。ゆうしよう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、うまく話せました。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 わらってくれて、よかったです。
それだから、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 何か 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 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>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>【ネツナレ錠】</td>
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<td>鼻水をおさます。</td>
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<td>1日3回 毎食後</td>
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<td>1回1錠【5日分】</td>
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<td>ねむくなりやすいので、</td>
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<td>車の運転はさけてください。</td>
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<td>2</td>
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<td>【セキドミカプセル】</td>
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<td>せきを鎮めます。</td>
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<td>薬の作用が強く出る</td>
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<td>ことがありますので、</td>
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<td>飲酒しないでください。</td>
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<td>3</td>
<td></td>
<td>【タントレン錠】</td>
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<td>たんの切れをよく</td>
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<td>1日1回 夕食後</td>
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<td>1回1錠【3日分】</td>
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<td></td>
<td>他の薬を飲んでいる人</td>
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<td></td>
<td></td>
<td>は医者に相談してください。</td>
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</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ないのはどれですか。  
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 (conversation)</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Comprehending Content (listening to announcements and instructions)</td>
<td>(1)</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>Comprehending Content</td>
<td>(1) 歌と おどりを 見ること</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td></td>
<td>Information Search</td>
<td>(1) 2つ</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2) ネツナレ錠</td>
</tr>
</tbody>
</table>