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# CHARTER FOR JAPANESE

## LEVEL A1

The objective of teaching in the elementary group (levels A1 to B1) is to attain, at the end of level B1, a command of Japanese which allows the student to use documentation in Japanese and to practise the language in a non-specialised context.

Below are the skills to be attained by the end of level A1.

### The four skills

#### Listening comprehension

- Understand common greetings, work instructions.
- Understand simple questions about your identity and everyday life.
- Understand a simple discussion about everyday subjects.

#### Spoken expression

- Greetings, thanks, apologies.
- Using numbers (time, date, price).
- Introduce yourself (name, surname, profession, age, nationality, address).
- Make simple requests.
- Reply to simple questions.
- Provide a short account of your activities (in the present and in the past).
- Express will / want.
- Conduct an everyday conversation using expressions such as: *sô desu ne*, *sô desu ka*.

#### Reading comprehension

- Read all the hiragana and katakana.
- Understand around a hundred kanji in context.
- Understand a short text on a topic discussed in class.
- Understand a simple and unknown text using a bilingual dictionary and a kanji dictionary (introduction to the system of keys).

#### Written expression

- Read all the hiragana and katakana.
- Know how to write about sixty kanji.
- Correctly write text horizontally and vertically.
- Write a short text on an everyday topic.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Structures to be mastered at the end of level A1:

#### Grammar

- Simple nominal sentences (\_\_wa\_\_desu).
- Presentation of the verbal system: dictionary form and masu form, simple verbal sentences (affirmative and negative, present and past tense).
- Expressing purpose with a displacement verb.
- Expressing cause and reason with “kara”.
- Expressing desire (hoshii, suffixe –tai).
- Presentation of adjectives: adjectives with -i and -na, use according to epithet and attribute, flexion (affirmative and negative, present and past tense).
- Formation of adverbs from adjectives.
- Basic uses of the particles (wa, ga, o, ni, de, mo, to, no, ya, e, kara, made, yori, ka, ne, yo).
- The ko-so-a-do system.
- The comparative and the superlative.

#### Vocabulary

- Adverbs of quantity and frequency (amari, yoku, zenzen).
- Conjunctions (soshite, shikashi, dakara, sorekara).
- Question words (dare, nani, itsu, doko, dore, donna).
- Numbers and numerical specifications.
- Vocabulary of kinship terms.

#### Phonetics

- The doubling of consonants (sokuon), vowel lengthening (chôon), palatalization (yôon).
- Introduction to the intonation of Japanese sentences.

### Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

#### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

#### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.**

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and it is non-negotiable.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

## Pedagogical materials

- Minna no Nihongo (volume 1), ed. 3A Corporation, Tokyo.
- Kanji kakitai!, Lionel Seelenbinder-Mérand, ed. Ellipses, Paris.
- Total Japanese (reading and writing), Waseda University, ed. Bonjinsha, Tokyo.

### LEVEL A2

**The objective of teaching in the elementary group (levels A1 to B1) is to attain, at the end of level B1, a command of Japanese which allows the student to use documentation in Japanese and to practise the language in a non-specialised context.**

### The four skills

#### Listening comprehension

- Understand common greetings, work instructions.
- Understand more elaborate questions on non-specialised topics.
- Understand an everyday discussion on topics from ordinary life.
- Understand the overall meaning of an authentic text (listening).
- Understand differences in levels of language (polite or familiar style).

#### Spoken expression

- Greetings, thanks, apologies with more nuance.
- Make requests and offer responses with a richer vocabulary and level of expression, depending on the degree of politeness.
- Use different conversational techniques to conduct a natural conversation (incomplete sentences, attenuation).
- Produce a structured narrative of an event and be able to describe an unfamiliar visual document (on a theme explored in class).
- Express your opinion in a simple way.
- Express obligation and interdiction.
- Express ability.
- Describe a past experience.
- Be able to use two levels of language according to a given situation.
- Be able to use ageru, kureru and morau with another verb in -te form.

#### Reading comprehension

- Understand around 300 kanji in context.
- Understand a text on a topic discussed in class.
- Gain an overall understanding of a document using a bilingual dictionary and a kanji dictionary.

#### Written expression

- Know how to write 110 new kanji.
- Produce a homogeneous text in terms of style (neutral or polite) according to the type of text.
- Write a more detailed text on a simple theme, based upon a visual (graph, image).
- Write a non-specialised letter.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been touched upon in the previous level will be examined in more detail.

Structures to be mastered at the end of level A2:

#### Grammar

- Continuation of the presentation of the verbal system: dictionary form, -te, -nai, and -ta form.
- Applications of these four forms (expression of the imperative, the durative, habit, interdiction, obligation, past experience, ability).
- Complex verbal expression indicating a relationship between two persons (-te ageru, -te kureru, -te morau).
- Complex sentences: the suspensive -te form, the expression -tari -tari, temporality (toki, to, mae, tara, made), conditionality (tara, to), opposition (-te mo), determination and modification, indirect discourse (to iu), expression of opinion (to omou).
- Adjective complements: i- and na-adjectives followed by naru.
- Particle complements.
- Expressing potential using suffixes.

#### Vocabulary

- Quantity and frequency adverb complements.
- Conjunction complements.
- Expressions involving verbal nominalisation (no, koto).

### Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

#### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

#### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

#### Listening comprehension



The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.**

### Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and it is non-negotiable.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

- Minna no Nihongo (volume 1), ed. 3A Corporation, Tokyo.
- Kanji kakitai!, Lionel Seelenbinder-Mérand, ed. Ellipses, Paris.
- Total Japanese (reading and writing), Waseda University, ed. Bonjinsha, Tokyo.

### LEVEL B1

**The objective of teaching in the elementary group (levels A1 to B1) is to attain, at the end of level B1, a command of Japanese which allows the student to use documentation in Japanese and to practise the language in a non-specialised context.**

### The four skills

#### Listening comprehension

- Understand an everyday discussion on topics from daily life and understand all the teacher's speech.
- Understand the meaning of an authentic text (listening) in a relatively precise way: television and radio reports on various themes, interviews.
- Understand differences in language level: expressions of respect.

#### Spoken expression

- Talk about personal and professional projects.
- Nuanced verbal expression.
- Give an opinion in a structured way.
- Provide an accomplished explanation.
- Express conditionality.
- Give advice.
- Speak on the phone.
- Engage in conversation using appropriate expressions.
- Express yourself, in a subjective or objective manner, taking into account the social position of the speaker and the interlocutor (use of the forms of respect, the passive and the factitive).

#### Reading comprehension

- Understand around 500 kanji in context.
- Understand an advertising text, a classified ad.
- Read a tale, a fictional text.
- Understand the structure, composition and overall meaning of a newspaper or magazine article.

#### Written expression

- Know how to write 110 new kanji.
- Take some notes.
- Write a summary.
- Write a text using linking sentences, paragraphs and logical ordering.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been touched upon in the previous level will be examined in more detail.

### Grammar

- Verbal expressions using -te form (-te aru, -te iru, -te oku, -te shimau).
- Transitive and intransitive verbs.
- Volitional form.
- The two other conditional forms (-ba, -nara).
- Giving advice (-ta hô ga ii).
- Probability (deshô, Ka MB shiremasen).
- The passive.
- The factitive.
- Honorifics: respectful language (keigo).
- The expression of purpose, of opposition.
- Verbal and adjectival nuances (sô1, sô2, yô, tokoro, bakari, hazu, sugi, yasui, nikui).

### Vocabulary

- Introduction to some specialised terms.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.**

### Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.** Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and it is non-negotiable.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### Pedagogical materials

- Minna no Nihongo (volume 2), ed. 3A Corporation, Tokyo.
- Kanji kakitai!, Lionel Seelenbinder-Mérand, ed. Ellipses, Paris.
- Total Japanese (reading and writing), Waseda University, ed. Bonjinsha, Tokyo.

### LEVEL B2

**Below are the skills to attain at the end of level B2, assuming that the skills of levels A1, A2 and B1 have been fully attained. The texts used at level B2 will be of CHŪKYŪ (intermediate) levels.**

### The four skills

#### Listening comprehension

- Understand an everyday discussion on specialised topics whose vocabulary has been studied in class.
- Understand the teacher's speech and explanations about cultural facts.
- Understand the detailed meaning of an authentic text (listening): discussion, etc.
- Understand the important points of a television news broadcast.

#### Spoken expression

- Make a simple presentation and respond to other students' remarks.
- Argue a case in a discussion.

#### Reading comprehension

- Understand around 700 kanji in context.
- Understand instructions for use, information displayed in a public place (shops, administration).
- Read a journalistic text with the help of a dictionary.

#### Written expression

- Know how to write 110 new kanji.
- Take notes.
- Write a report.
- Write a well-argued text.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been tackled at the previous level will be studied in greater depth.

All the basic skills in grammar and syntax will have been covered during levels A1, A2 and B1.

Levels B2 and C1 aim to deepen certain aspects of familiar and formal discourse, as well as providing an introduction to some classical Japanese language structures which are essential to the ability to understand and express oneself in formal language.

Emphasis will be placed on enriching the vocabulary with connectors and other function words, as well as techniques for completing sentences.

- Connectors: mata, sarani, shikamo, sonotame, shitagatte, nazenara, tsumari, tokoroga, ippô, etc.
- Function words: uchi ni, tsuideni, ni taishite, ni yotte, toshite, yôni, ni kurabete, hodo, okage de, sei de, etc.
- Sentence endings: beki da, hazu da, wake da, bakari da, ni kagiru, to iukoto da, etc.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students **a minimum of 3 written assignments to be done outside of class**. These assignments must be spread over the entire length of the semester. **For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.**

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

**An end-of-semester test for the A1, A2, B1 and B2 levels is held in week 10 of the semester (this is not a final exam but an evaluation of attainment). Information on this test will be provided in due course by the Language Department. The grade on this test is taken into account in the final grade for the semester.**

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

**Each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. **However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level.**

Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. **Teachers have the final say as to their students' level at the end of the class and it is non-negotiable.**

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### LEVEL C1

**The purpose of level C1 Japanese language teaching is to be able to access specialised texts (economics, society, politics, culture).**

**All level C1 students will have acquired the skills of levels A1, A2, B1 and B2. The texts used at level C1 will be of CHÛKYÛ (intermediate) and JÔKYÛ (advanced) levels.**

### The four skills

#### Listening comprehension

- Understand a non-specialised discourse in detail.
- Understand a specialised discourse (economy, politics, society) with relative precision.
- Understand a discussion from everyday life at normal speed (continuation of level B2, different levels of language: familiar to formal).

#### Spoken expression

- Speak clearly and "naturally" on any kind of subject.
- Intervene in a conversation.
- Summarise and present the discourse of a third person.
- Use the different levels of language (familiar to formal).

#### Written expression

- Know how to write 110 new kanji.
- Employ a formal style in writing with ease.
- Write a well-argued text on a specialised theme of approximately 600 characters.
- Summarise and abridge a group of texts on a common theme.

#### Reading comprehension

- Understand a thousand kanji in context.
- Read and understand without difficulty a text with furigana on specialised subjects.
- Read and understand a newspaper article with relative precision without using a dictionary.
- Read and understand short literary extracts (or short stories) by modern authors.

### Language tools

The following structures will be studied in context and as they relate to the communication skills listed above. Those that have already been encountered at the previous level will be studied in greater depth.

All the basic skills in grammar and syntax will have been covered during levels A1, A2 and B1.



Levels B2 and C1 aim to deepen certain aspects of familiar and formal discourse, as well as providing an introduction to some classical Japanese language structures which are essential to the ability to understand and express oneself in formal language.

Emphasis will be placed on enriching the vocabulary with connectors and other function words, as well as techniques for completing sentences.

- Function words: o hajime, o motoni, o megutte, ni tomonatte, ni ôjite, ni tsukete, o towazu, monono, to itta, ni mo kakawarazu, etc.
- Sentence endings: kaneru, osore ga aru, ni suginai, gatai, mono da, hoka naranai, te tamaranai, etc.
- Classical Japanese language expressions: zu ni, neba naranu, zaru wo enai, mai, etc.

## Modes of evaluation

Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.

### Spoken expression

Oral expression is assessed during the various class activities: these different components of the interactive teaching are given a mark out of 20.

### Written expression

The teacher will give students a minimum of 3 written assignments to be done outside of class. These assignments must be spread over the entire length of the semester. For the languages with 4 hours of classes per week, the number of assignments is greater and more frequent.

This work will receive a final average score out of 20.

### Listening comprehension

The listening comprehension training is based on a variety of comprehension exercises (audio and video) and receives a final mark out of 20.

### Reading comprehension

Reading comprehension is evaluated through a range of exercises completed in class, for a grade out of 20.

## Mid-term assessment and final evaluation

The mid-term assessment results are used to assess each student's progress and alert them to any shortcomings, while providing advice on how to remedy them.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

Each level is normally scheduled to last one semester. This means that a student is expected to move on to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students' level at the end of the class and it is non-negotiable.

Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.