

# JETSET SYLLABUS

## JET VERSION

### Aims

Study based on any of the Units in this specification should foster a positive attitude to the learning of English while at the same time:

- developing knowledge and understanding of the spoken and written forms of English in meaningful contexts;
- developing the ability to listen and read for gist and detail and apply this knowledge and understanding to speaking and writing;
- developing the ability to communicate effectively in English through the written and spoken word;
- developing knowledge and understanding of the grammar of English, and the ability to apply it accurately in the appropriate context;
- laying a suitable foundation for the further study of the language.

### Assessment Objectives

The assessment objectives relate to the specification as a whole. Candidates should be able to:

- listen and respond to different types of spoken language of an increasing range of complexity;
- express themselves in speech using a range of vocabulary and grammatical structures;
- read and respond to different types of written language of an increasing range of complexity;
- express themselves effectively in writing using a range of vocabulary and grammatical structures.

### Progression

Preparation for any of the qualifications in this suite would furnish early ESOL (English for Speakers of Other Languages) learners with the necessary foundation in the grammar of English to enable them to achieve greater accuracy in reading and writing.

A course of study based on Units in the lower Entry Levels would provide early learners with an awareness of the important basic grammatical structures of English and enable those operating at around UK National Curriculum Steps 1 and 2, as defined in the QCA document "*National Curriculum 2000 A Language in Common: Assessing English as an Additional Language*", to progress towards achieving the main levels of the National Curriculum for English, to GCSE and perhaps beyond.

- **Contextualisation of assessments**

At the first five levels (foundation, 1, 2, 3 and 4), the assessments for the JETSET qualifications have been contextualised according to learner age. This means that they are available as either Junior English Tests (JET versions), which have been specifically contextualised for young learners from the ages of 6 -16, or as Senior English Tests (SET versions), which have been contextualised for adult learners (aged 16 years +).

The assessments for the top two JETSET levels (5 and 6) are not contextualised according to learner age due to the advanced levels of language required and under the assumption that very young learners would not be put forward for these higher level assessments. The assessments for these two levels are therefore generic and are suitable for candidates of all ages.

JETSET level	JET version available	SET version available	Not age specific
6	–	–	✓
5	–	–	✓
4	✓	✓	–
3	✓	✓	–
2	✓	✓	–
1	✓	✓	–
Foundation	✓	✓	–

- **Subject content**

The syllabus topics, communicative functions, grammar points, thematic vocabulary lists and lists of recommended learning resources for all JETSET levels have been reviewed and updated accordingly. To support the contextualisation of the assessment materials and because the subject content of the JET versions differs slightly from that of the SET versions, two versions of the syllabus are now available; one specifically for JET versions and one for SET versions.

- **Assessment methodologies**

The Reading and Listening tests are based solely on objective, multiple choice and true/false type questions. This means that candidates will be required to record their answers on a separate multiple choice answer sheet (an OMR form). The benefits of this are that candidates are not required to write answers to tasks that are designed to test purely reading and listening skills and that the marking method will be electronic (via an optical mark reader – OMR) and hence be 100% accurate and objective.

The Writing test will consist of a combination of subjective questions that require either long or short written responses. This test will be marked by an EDI examiner.

The assessment methodology for the Speaking test will be internally assessed with external moderation taking place. New, contemporary looking materials have been produced and there is a Speaking Test Training DVD, produced by the Chief Examiner, available for internal assessors.

▪ **Grading and Progression**

<b>Grade</b>	<b>Achievement</b>	<b>Recommended action / Progression</b>
<i>Distinction</i>	75% +	<i>Proceed to next level / *Skip a level</i>
<i>Credit</i>	60 – 74%	<i>Proceed to next level</i>
<i>Pass</i>	50 - 59%	<i>Proceed to next level</i>
<i>Below Threshold</i>	< 50%	<i>Further study required / Retake level</i>

*\*At the teacher's discretion*

Grades will be determined on the basis of the average score attained across the three mandatory components (Listening, Reading and Writing) and will be printed on the certificate. The individual component results will be detailed on the certificate as the percentage of marks achieved. All candidates will be issued with a results slip but only those candidates achieving a Pass grade or above will now be issued with a certificate.

This system of grading will allow candidates (and teachers) to identify when achievement has been sufficient to be awarded the qualification and progress to the next level, or if further study is required as per the table above.

## **STRUCTURE OF THE ASSESSMENT COMPONENTS**

### **Syllabus Topics (All levels)**

The following list of topics is not definitive but includes likely examples of subject areas for the JET versions of the examinations.

*At home*

*At school/ college*

*At work*

*Travel, transport and holidays*

*Parts of the body, health and symptoms*

*Clothes*

*People, family relations, close friends*

*Personal information*

*Jobs*

*Hobbies*

*Likes and dislikes*

*Animals*

*Food and drink*

*Shopping*

*Time and measurement*

*Numbers, prices and quantities*

*Colours*

*Places to go and entertainment*

*Days, months, seasons and weather*

*Countries, cities and nationalities*

*Social activities*

*Citizenship and knowing your rights*

*Appointments – e.g. dentist, doctor, school, job, crèche, library, vet*

## JET 2 Syllabus

### Communicative Functions

### Language/Examples

**Ask and answer questions about where people and animals live / give simple directions**

Excuse me. Where is the bus station?  
Where do you live?  
Which town do you live in?  
Which building? The one on the right.  
Is it near the school?  
What's your address?  
I live at number 46.  
How do I get to your house?  
Go straight on, then turn first left.  
It's opposite the park.  
Please show me on the map.  
He lives five kilometres from the school.  
Hippos live in Africa.

**Identify others**

Guess who this is?\*

Guess who was there!

(\* receptive only)

**Ask and answer questions about nationality (of people) and country of origin (of objects)**

Where's he / this from?  
He's from England.  
Are they Italian? No they're Spanish.  
Lions come from Africa.  
Where do you come from?  
What nationality is he?

**Ask and answer questions about age**

I'm older than my sister.  
I'm the oldest.  
I'm nearly nine.  
I was ten last week.  
When is your birthday?  
My birthday is in February.

**Ask and answer questions about location / relative position**

Which room is it in?  
The room above / below.  
Is the sofa by the door?  
What's next to/ near the table?  
They're on the top / bottom shelf.  
It's in front of / behind the wardrobe.  
Where do you do your homework?

**Ask and answer questions about basic wants/offering items and help; ask permission and about possibility**

What do you want?  
Do you want an orange?  
I want an apple.  
Here you are.  
Anything else?  
Can I help you?  
Can I have this one?  
Can I borrow your pen?  
No, you can't.  
I want to go home.  
Do you want to go?  
Can we buy lemonade there?

**Talk about possession**

It's mine (yours, his, hers, ours, theirs)  
That's not his.

**Ask and answer questions about likes and dislikes**

Do you like tea?  
Does he like chocolate?  
No, he doesn't.  
What does she like?  
He doesn't like rice.  
Who likes ice-cream?  
Everyone likes pizza.  
I don't like biscuits.  
I love chocolate.  
I hate cabbage.  
What's your favourite?  
My favourite food is pasta.  
I like playing football.  
I like swimming.  
I like to swim.  
She doesn't like swimming.  
We don't like doing homework.

**Ask and answer questions about ability**

I can jump.  
Can you sing?  
Who can swim?  
Can Naseem climb a tree?  
He can run, but he can't swim.  
I do ... best.

**Describe physical states**

She is happy.  
It's hot.

**Describe and ask questions about what people are doing**

They're reading.  
She's cleaning her teeth.  
What are they doing now?\*

She isn't getting dressed\*  
Is she drinking ...?\*

What's he doing?\*

(\* receptive only)

**Ask and answer questions about time. Tell the time. Talk about months / seasons / dates**

What's the time? What time is it?  
(It's) quarter to six  
It's quarter past seven.  
It's nearly half past eight.  
It's four o'clock.  
It is March 10.  
It is summer.

**Talk about TV / cinema / theatre**

Which channel is it on?  
What's on TV tonight?  
What's on Channel 1 at six o'clock?  
At half past seven there's a good programme.  
Which programme did you watch?  
What page is Tuesday's TV on?  
What kind of programme is "The World Today"?

**Ask questions and make statements about habitual actions / frequency of carrying out actions**

Do you always walk to school?  
I never clean the windows.  
She sometimes does the washing up.  
When does he have maths?  
What do you do on Sundays?  
I go to school in the morning.  
What kind of food does a cat eat?  
What does a cat do?

**Make simple comparisons**

It's faster than a bike.  
A lorry is bigger than a car.  
He's the smallest.  
Giraffes are the tallest animals.  
The big one.  
The small ones.  
The big one, not the small one.

**Extend and reply to invitations**

Can you come to my barbecue?  
Thank you for the invitation.

**Ask how words are spelt**

How do you spell "shoe"?  
Can you spell it, please?

**Ask what something means  
Give and understand advice / warning**

What does this mean?  
(Be) Careful!  
Stop!  
Don't go there.  
Look / watch out!  
It's dangerous.  
Watch out for ....

**Understand and answer**

Was it fun?

**questions about past events**

Were you sad?  
They weren't afraid.  
Where were you at eight o'clock last Saturday?  
I wasn't at home.  
What was on TV last night?  
What time was it on?  
I watched TV last night.  
I went to the zoo.  
I saw a film.  
Did you watch it?\*

I didn't see a film\*  
He didn't watch TV last night\*  
What did you do yesterday?\*

(\* receptive only)

**Ask and answer questions about quantity**

I want some chocolate.  
There's more pasta here.  
Do you want some more?  
I've got lots of friends.  
I've only got one.  
Have you (got) any newspapers?

**Give and follow instructions**

Put in order  
Give the opposite  
Find the mistakes  
Use these words

**Say and write the letters of the alphabet**



## **JETSET 2 (cont.)**

### **Grammar Points**

Modal	can / can't – ability, permission and possibility
Possessive adjectives	my, your etc
Possessive pronouns	mine, yours etc
Quantity	some, any for countable and uncountable nouns
Comparison	comparative (-er), superlative (the –est)
Adverbs of Frequency	always, never, sometimes etc

### **Tense / Verb forms**

Present Simple	positive, negative + interrogative forms using do, don't, doesn't function: habitual actions and future plans
Present Continuous	positive form required in response to - "What's s/he doing?" function: present activity / future action receptive use only of negative and interrogative forms
Past Simple	required in positive form only: common regular – ed forms irregular forms: - was and were / had / went / ate / came / saw / made / took / gave /lost

### **Punctuation**

Capitals for	proper nouns; days, months, names, places nationality (adjectives / nouns) first person beginning of sentence
Question mark, full stop	? .

## JETSET 2 (cont.)

### Thematic Vocabulary List

#### Numbers – fifty to one hundred

#### AT HOME

armchair  
bathroom  
bin  
blanket  
bowl  
brush  
chimney  
dining room  
dish  
flat (apartment)  
fork  
glass (window)  
jug  
knife  
milk jug  
newspaper  
pan  
photo / photograph  
post (v)  
pot  
saucer  
shower  
soap  
spoon  
stamp (n)  
teapot  
toilet  
toothpaste  
towel  
wardrobe  
washing up (do the)

#### AT PLAY

bat  
bingo  
careful(ly)  
cassette  
channel (TV)  
comic  
competition  
envelope  
event  
fence  
field  
gift  
group  
headphones  
hole  
invitation  
jigsaw  
magic  
mud  
music  
news  
noise  
painting  
pirate  
plant  
puzzle  
ride  
sand-castle  
show (TV)  
sledge (n + v)  
smile  
snowball  
snowman  
sport(s)  
table tennis  
treasure  
trick  
video

#### AT SCHOOL

art/artist  
badge  
card  
chart  
exercise (school work)  
exercise book  
glue  
half  
homework  
ink  
letter (write a)  
librarian  
line  
mark (n + v)  
mathematics / maths  
mistake (n)  
notebook  
playground  
poster  
pupils  
satchel  
seat  
spell (v)  
spelling  
test  
triangle

#### MONTHS & SEASONS

month  
January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December  
season  
spring  
summer  
autumn  
winter

## JETSET 2 (cont.)

### COUNTRIES, CITIES & NATIONALITIES

Africa/African  
America/ American (USA)  
Asia/Asian  
Australia / Australian  
Canada / Canadian  
China / Chinese  
country(side)  
England / English  
Europe / European  
France / French  
Germany / German  
Great Britain / British  
Greece / Greek  
India / Indian  
Inuit  
Ireland / Irish  
Italy / Italian  
Japan / Japanese  
language  
London  
nationality  
Scotland / Scottish  
Spain / Spanish  
Wales / Welsh  
world(wide)

### WEATHER

rain (rainy) (raining)  
snow (snowy) (snowing)

### CLOTHES

apron  
helmet  
overcoat  
pair of ...  
pullover  
pyjamas  
raincoat  
sleeve  
tights

### PEOPLE

dancer  
everybody  
leader  
painter  
postman / woman  
somebody  
someone  
thief

### PARTS OF THE BODY

back  
beard  
cheek  
knee  
moustache  
shoulders  
thumb  
tooth / teeth

### ANIMALS

bear  
bee  
calf  
camel  
donkey  
fox  
frog  
giraffe  
goat  
goose / geese  
gorilla  
hen  
hippo(potamus)  
kangaroo  
lamb  
monkey  
owl  
panda  
parrot  
pony  
seagull  
sheep  
spider  
whale  
wild(life)  
wing  
zebra

### FOOD & DRINK

barbeque  
beans  
beef  
bun  
butter  
cabbage  
cauliflower  
celery  
cherry  
cocoa  
coconut  
cookery  
cornflakes  
cream  
cucumber  
dessert  
grape(s)  
gum  
hamburger  
honey  
hot dogs  
juice  
lemon  
lettuce  
loaf (ves)  
meal  
melon  
nut(s)  
onion  
pancakes  
pasta  
peanut  
pear  
picnic  
pizza  
restaurant  
roast  
salad  
salt / pepper  
sausage(s)  
snack  
soup  
steak  
strawberry  
sweet (adj)  
toast  
vegetable(s)

## JETSET 2 (cont.)

### PLACES TO GO

bank  
beach  
building  
castle  
city  
cost  
exhibition  
jungle  
library  
market  
mountain  
museum  
play (i.e. theatre)  
post office  
pound (£)  
safari park  
sign  
snack -bar  
theatre  
ticket  
town  
trip (go on a)

### TIME

after  
always  
early  
holiday  
immediately  
minute  
never  
o'clock  
once  
quarter  
sometimes  
soon  
time  
weekday  
weekend  
when (what time?)  
yesterday

### LOCATION / DIRECTIONS

address  
before  
below  
centre  
close (near)  
immediately opposite  
inside / outside  
kilometre  
map  
on the corner of  
on top of  
opposite  
overhead  
past  
plan  
street

### POSSESSION

hers  
mine  
ours  
theirs  
yours

### GRAMMATICAL WORDS

also  
any  
as  
because  
capital (city and letter)  
each  
everything  
if  
kind (type)  
mean (meaning)  
near  
nearly  
nothing  
other  
really  
something  
than  
thing  
until

### SOCIAL

Anything else?  
Come back  
Excuse me!  
Of course  
Quick ! (be quick!)  
Really!

### ADJECTIVES

angry  
awake / asleep  
both  
careless  
danger(ous)  
false  
fast / slow(ly)  
friendly  
full  
greedy  
horrible / horrid  
lazy  
lost  
lovely  
new  
nice  
open / shut  
rich / poor  
safe  
same  
special  
still  
sweet (taste)  
thick  
unhappy  
warm  
well / ill

### FAMILY / RELATIONS

aunt / auntie  
niece / nephew  
parents  
son / daughter  
uncle

## JETSET 2 (cont.)

### VERBS

begin  
blow  
borrow  
break  
brush  
build  
buy  
can  
clap  
climb  
comb  
come  
come back  
cook  
cross  
cross out  
cry  
dance  
describe  
dry  
end  
fall  
finish  
follow  
forget  
get into (car)  
get out of  
get to  
hate  
hear  
hit  
hold  
knock  
laugh  
lay (eggs)  
listen  
lose  
love  
mark  
mix  
move  
pick up  
plant  
post  
push / pull  
put  
remember  
ring (phone)  
saw (n + v)  
see

sell  
shout  
show  
(go) skating  
(go) ski-ing  
skip  
sledge  
speak  
spell  
steal  
step  
study  
take  
take off  
tell (x to)  
think  
throw  
touch  
trace  
try  
turn (left/right)  
use  
visit  
wait  
wake up  
walk  
wash  
wave (goodbye)  
went  
wear  
will

### RUBRIC AND COMMAND WORDS

Choose  
Complete  
Cross  
Cut  
Fill in the spaces  
Find  
Fold  
Hurry  
Label  
Put in order  
Say which  
Tell me/him  
Use

## Other Useful Information

### Test Availability

The JETSET qualifications can only be ordered and sat via an EDI registered centre. If you wish to register as an EDI centre, please contact EDI customer services or your regional EDI / LCCI IQ representative for a centre registration form.

JET SET qualifications are available on-demand and can be ordered via the EDI exam registration system CAMPUS. If you do not have access to CAMPUS then either contact EDI customer services via the details below or contact your regional EDI / LCCI IQ representative.

Education Development International PLC  
International House  
Siskin Parkway East  
Middlemarch Business Park  
Coventry  
CV3 4PE

Tel +44 (0) 8707 202909  
Fax: +44 (0) 2476 516566  
Email: [customerservice@ediplc.com](mailto:customerservice@ediplc.com)

### Grading and Certification

Candidate performance is now graded following the system outlined on page 4 of this syllabus. Each candidate will receive a results slip showing the scores achieved in the Listening, Reading, Writing (not foundation), and Speaking (if taken) components, expressed as percentages. The results slip will also state the candidate's overall grade (Below Threshold, Pass, Credit or Distinction) which is determined on the basis of the mean of the scores achieved in the mandatory listening reading and writing components.

Only those candidates who achieve a pass grade, or greater, will now be issued a certificate. Certificates will list the scores achieved in each component as well as the overall grade.

### Re-sits

Candidates may be re-entered for a Level in any subsequent examining session, but must sit all the mandatory components for that level.

### Guided Learning Hours

EDI recommends that the following Guided Learning Hours (GLHs) will provide suitable course duration for an 'average' candidate at this level.

Levels	GLH's
JETSET 6	125 - 150
JETSET 5	125 - 150
JETSET 4	100 - 120
JETSET 3	100 - 120
JETSET 2	100 - 120
JETSET 1	100 - 120
JETSET Foundation	100