

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**

Grade	Achievement	Recommended action / Progression
<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 3 Syllabus

Communicative Functions

Language/Examples

Ask and answer questions about the day and date

What day is it today?
What's the date today?
Tuesday the fifteenth of June.
What day were you born?
I was born on the eighteenth of August, nineteen ninety eight.
In 2001. In 1976. 10 August 2007

Talk about time (including diaries, timetables, programme listings)

What time does the train leave?
Which programme are you going to watch?
Excuse me. Can you tell me the time?
Tuesday 10 a.m.: go to the dentist.

Ask and answer questions about duration of activities

How long does it take to walk home?
It takes fifteen minutes.
How long did the film last?

Describe and ask what people are /were doing

They're not / they aren't watching TV.
What was he doing?
The man was looking through the window.
She wasn't reading.
They are all eating chips.
What were you doing at eight o'clock?
I was reading a book when he phoned.
What were you doing when the accident happened?

Talk about past habits

I used to watch a lot of television.
Did she use to live in Australia?*They didn't use to have TV*
(* = receptive use only)

Talk about past events, including narration and description of past scenes / events and of specific actions at specific times

What did you do on Sunday?
Did the team win?
When was the film?
What time did the bus leave?
Did you see the film?
They didn't see it.
Then they ran home.
Suddenly, it stopped.
I didn't watch TV last night.
What happened?
How did it happen?
I went there in 1992 / two years ago.
We lived in London for two years.

Refer to past personal experiences which are relevant to the present

I've lost my ticket.
Where have you been? *
What's happened? *
He's broken his arm. *
I haven't seen him today.
(* = receptive use only)

Talk about future plans, intentions, arrangements, possibilities

We leave next week.
Are you coming too?
Can we buy lunch there?
No, I can't come.
I want to be an engineer.
What do you think will happen?
We are leaving tomorrow.
What is she going to do?
When are you going on holiday?

Express conditions – future possibilities

If you see him, don't speak.
If it rains, we'll stay at home.
If they come, she'll bring a pizza.

Express obligation, no obligation and prohibition (rules)

We have to wear a school uniform.
You mustn't walk on the grass.
They don't have to go with us.

Identify and describe objects

It's lighter than that one.
I want the one on the left.
What is it made of?
It's made of silk.
What kind of shoes did you buy?

Make simple comparisons

A zebra is like a horse.
What's the difference between?
Liana's taller/more intelligent than Pia..
He's the kindest and most generous person.

JETSET 3 (cont.)

Give simple descriptions in terms of the senses	It smells, sounds, feels like ... What does it taste like? It smells like fish. It felt like
Talk about number, amount and negative quantity	It costs £100. How many do you want? How much did you lose? He hasn't many friends. Just add a little salt. We had some last week but we haven't got any left.
Ask and answer questions about eating out / shopping	What do you want to drink? Where can I buy ... ? How much are the chocolates? Will you help me, please? Please show me ... That's much too expensive. How much do they cost? I'll take that one. Can I see the menu, please? I haven't got enough money.
Report what people say	He say's it's OK. She says "No". He said "Hello". He told us about his grandfather.
Describe the daily weather	What's the weather like? What was the weather like yesterday? It was hot and sunny. They say it will rain tomorrow. Today is much colder than yesterday.
Ask for and give / refuse permission	Can I borrow your bike? No, I'm sorry, you can't. Can I have this? Of course you can.
Make suggestions	Why don't we go to the beach? Let's have salad for dinner. How about staying home? Would you like to come to my house? Shall we meet at six?

Seek confirmation of facts one already knows / is not sure about

They live in Madrid, don't they?
Joe doesn't like me, does he?
He isn't in my class, is he?
You weren't at work today, were you?
She saw him, didn't she?
There aren't any seats, are there?
They can't see me, can they?

Express opinion, certainty and doubt

I think it's horrible!
What do you think?
I don't know.
I haven't got a clue.
I'm not sure.
I've no idea.
Maybe it's true.
Perhaps it's her.

Express accusation and denial of blame

It wasn't me!
I didn't do it!
It's not fair.
It's your fault.
It was an accident.

Understand commands and remonstrances about behaviour

Don't make a noise.
Don't do that!
You can't keep it here.
I told you, 'No!'

Make simple predictions

What happens to ?
Were you right?
I think it will snow soon.
I think it's going to rain.

Talk about processes and effects

When the sun shines, snow melts.
Whenever I eat fish, I feel sick.

Express basic fears and emotions

I'm afraid of spiders.
He frightened me!
They're scared.
They look happy.
I felt sad when I heard about it.

Talk about health

How are you? What's the matter?
I've got a cold / I feel ill.
Are you better?
She didn't look well.
Joe broke his ankle yesterday.
His throat is sore.

JETSET 3 (cont.)

**Indicate geographic location /
compass direction**

The Sahara Desert is in North Africa.
Naples is a city in Italy.
It's in northern Spain.

Express agent and use

I always write with a green pen.
Use the sharp knife to cut the cake.
What do you use it for? To open this.

**Provide additional / defining
information about people, things,
animals and places**

A person who paints is an artist.
The mountains which separate Italy and France are
called The Alps.
Stand here where I can see you.
The dog that belongs to my neighbours barks a lot.

Talk about needs

In hot weather, a plant needs a lot of water.
People need air to breathe.

Give less importance to agent*

Cans are recycled.
Dogs are kept in kennels*
(* = receptive use only)

JETSET 3 (cont.)

Grammar Points

Modal verbs	must/have to for obligation, rules would for suggestions
Reason	why, because, so (= that's why)
Adverbials of time	first, then, next, when, soon, soon after, at last, suddenly, at once
Infinitive of purpose	e.g. works hard (in order) to learn
Comparison	Comparative (-er / more ... than)
Superlative	(the -est / most -)
Relative clauses (defining only)	who, that, which, where
Question Tags	positive and negative forms present / past simple only
Passive voice	receptive use only of present simple form
Zero Conditional / First Conditional	future possibilities receptive use only

Tense / Verb forms

Present Simple	all forms, including imperative function: habit, fact, eternal truth, future - for appointments
Present Continuous	all forms function: present activities, future plans, arrangements
Past Simple	all forms, including common irregular verbs in Vocabulary List function: completed action in past
Used to	productive use of positive form; receptive use only of negative and interrogative forms function: - for past habits/actions which are no longer applicable
Past Continuous	all forms function: progressive action in past
Past Continuous + Past Simple	function: was doing X when Y happened
Future simple (will + short form 'I'll')	all forms function: future predictions, statement of fact
Going to	all forms function: future plans/ intentions and immediate predictions
Present Perfect Simple	all forms: receptive use only function: past personal experiences relevant to the present

JETSET 3 (cont.)

Thematic Vocabulary List

Numbers – one hundred to one thousand

AT SCHOOL

attention
chemistry
dictionary
error
examination
grammar
headmaster/mistress
history / historical
information
instruction
interested in
interests / interesting
message
note(s)
problem
result
revise / revision
rule(s)
science / scientist
vocabulary

AT HOME

carpet
cooker
electric(al) / electricity
freezer
heater
household
kettle
rubbish
stereo
switch (n)

OUTER SPACE

aliens
rocket
satellite

TRAVEL / HOLIDAYS

abroad
airport
by air
by rail
camera
driver
equipment
flight
foreign
helicopter
island
luggage
passenger
passport
pilot
postcard
puncture
sleeping bag
speed
station (bus, train, fire)
stewardess
suitcase
sunburn
ticket
timetable
tourist
travel/traveller
tyre

AT THE OFFICE

appointment
business(man)
job
journalist
mail
office
on the phone
report / reporter
secretary
typewriter
typist

HEALTH / MEDICINE

accident
ambulance
ankle
aspirin
bandage (n + v)
better (cured)
blood
born
brain
breathe
chest (body)
cold
cough
dentist
die
doctor
ear-ache
emergency
fault (my fault)
fever
fitness
flu
headache
health/healthy
heart
hospital
injury / injured
medicine
nurse
pain(ful)
pill
senses (sight, etc)
service(s)
sore
stomach
throat
tongue
toothache

CRIME

arrest
 burglar
 clue
 crime/criminal
 detective
 finger prints
 handcuffs
 jail
 law
 lie (n)
 missing
 murder
 owner
 prison
 public
 report (n)
 rob
 situation
 truth

DIRECTIONS

ahead
 backwards
 beyond
 compass
 direct/direction
 east(ern)
 far
 middle
 north(ern)
 off
 round/around
 south(ern)
 through(out)
 towards
 west(ern)

WEATHER

fair
 fog(gy)
 forecast
 frost
 snowstorm
 storm(y)
 temperature
 thunder(storm)

FASHION / CLOTHING

clothing
 dressing gown
 fashion
 handbag
 jewellery
 silk
 sweatshirt
 tracksuit
 trainers (shoes)
 wool

JOB / PEOPLE / RELATIONSHIPS

adult
 builder
 butcher
 characters
 chef
 club
 conversation
 crowd
 electrician
 engineer
 female
 fireman
 foreigner
 guard
 human
 male
 mechanic
 model
 people
 person
 queue
 relative
 soldier
 speaker
 teenager
 voice
 workman
 writer

EMOTIONS / FEELINGS

advice
 anger
 bored
 fear
 feeling
 opinion
 scared
 serious
 surprised
 worried

URBAN ENVIRONMENT

area
 automatic
 bridge
 communication(s)
 design(s)
 engines
 entrance
 flag
 local
 machine
 path
 pavement
 rail
 roundabout
 square (in town)
 technology
 traffic
 traffic lights
 van
 village
 zebra crossing

NUMBER

double
 fifth
 fourth
 second
 sixth
 third
 thousand
 twice

NATURE

air
cliff
desert
dinosaur
dolphin
earth
earthquake
environment
feather(s)
forest
geography
hole
hut
insect
lake
mosquito
natural
ocean
outdoors
penguin
planet
poison(ous)
pollute / pollution
prehistoric
pyramids
river
rock
safari (on)
salty
sandy
scales (fish)
shade
silence
space
stone(s)
sunrise
sunset
survival
view
volcano
wolf

TIME / MEASUREMENT

about (approximately)
afterwards
ago
already
amount
as soon as
at least
at once
century
daily
date (e.g. 12 June)
daytime
fortnight
future
midday
midnight
mile
millions
moment
regular
thermometer
whenever

COMPARISON

better
both
difference
enough
equal
faster
few / fewer / fewest
half-full
half-way
less
like (similar)
lower / est
part
similar
whole
worse / worst

SOCIAL

Enjoy yourself!
Keep still
Nothing important!
Of course
Pardon?
Sorry to trouble you
Welcome
What's the matter?
Who else?

ENTERTAINMENT

actor / actress
audience
band
festival
film star
fireworks
guitar / guitarist
instrument
joke
laughter
microphone
mobile phone
musician
orchestra(l)
perform(er)
performance
pop-singer
rhythm
science fiction
series (TV)
singer
stage
team
tent
theme

FOOD / EATING OUT / SHOPPING

bill (n)
bit (of)
cash
cheap / expensive
counter for
curry
exit
extra
flask (Thermos)
free (no charge)
menu
pudding
sale (n)
sale (for/on)

RUBRIC / COMMAND WORDS

Makes notes about
Talk about
What happened?

GRAMMATICAL WORDS / PHRASES

almost
along
another
as well as
chance (by)
due to
ever
final / finally
for (2 weeks etc)
free (to do)
herself
himself
in a hurry
in brackets
in danger
in order to
in the end
in time
itself
just
lot of
maybe
meanwhile
myself
on fire
ourselves
over (over fifty)
over (fly over)
perhaps
plenty
possible
probably
properly
recent(ly)
still (*adv*)
such as
sudden(ly)
themselves
type (kind of)
way (method)
why
yourself / yourselves

ADJECTIVES

able
alone
aloud
ancient / modern
available
boring
crazy
deep
delicious
difficult
elder / eldest
empty
enormous / tiny
exciting
extinct
fair (it's not fair)
famous
fast food
foolish
funny (strange)
gentle
hard / soft
helpful
important
large
light / heavy
loud
lucky
mad
mean / generous
musical
noisy
perfect
plain
polite
popular
real
scientific
silent
simple
smart
special
sticky
strange
strong / weak
true/ false
upside down
urgent
useful

VERBS

(plus past tense forms, of verbs
in lists for all previous levels)

act
advise
agree
argue
arrive
attend
bandage
beat
become
behave
bend
bit
blame
bleed
block
book
boil
burn (n + v)
camping (go)
cancel
carry on (continue)
cause (ing)
change
check
collect / collection
control
cost (n + v)
cover (n + v)
crash
decide
delay (n + v)
develop
die out
dig
disappear(ance)
display
dream
drive
earn
enter
erupt
experiment (n + v)
fail
feed
feel
fight (n + v)
fill in (form)
find out

fishing (go)
fix
freeze
frighten
get (become)
get it right (do it correctly)
get some (buy)
get to (arrive)
grow
grow up
guide
hang
happen
hope
hurt
include
increase
interview (n +v)
invent
invite
is being
join
keep
keep away (from)
keep off
kill / was killed
knock down
last (duration)
lay
lead (n + v)
leave
leave out
lend
lie (to tell a lie)
lift
look after
look like
look up in
may
melt
mend
miss (v)
need (n + v)
notice (n + v)
order
own
pass
pay
place (n + v)
pour
prefer
pretend
promise

put out (fire)
re-cycle
reach (arrive)
refuse
relax
rescue
return
row
rush
save
score (n + v)
scream (n + v)
search
send
serve
shake
share
shine
shiver
shock (n + v)
shoot
sink
slip
slow down
smell
sound (n + v)
spill
spread
stick (n + v)
sting
swallow
sweep
switch on/ off
sure
take place
taste
tear
tell (a lie/ the truth)
translate
turn down (volume)
turn off / on
type
understand
warn
waste (n + v)
water-ski
whisper
win