

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 4 Syllabus

Communicative Functions

Language/Examples

Report or ask about a situation or action that continues (using “still”)

It was 10 o'clock and she was still in bed.
Do you still write to your Nigerian friend?
Are you still at school?

Report or ask whether or not something has or hasn't happened (using “yet” and “already”)

Have you paid the bill yet?
It's 10 o'clock and she isn't up yet.
We already know the results of your examination.

Contrast the present time with the past

Where do you live nowadays?
Where are you living these days?
Nowadays everyone uses computers.
Did you use to be a Scout?
I used to be a Scout when I was younger.
I never used to go on summer camp, though
It didn't used to be so much fun (as nowadays / in those days).
I wanted to be a policeman when I was young.
What did you like doing when you were a child?
I could skate quite well.

Report a situation that has changed (using “any more” / “any longer” / “no longer”)

They don't live here any more.
They no longer live here.
He doesn't live here any longer.

Indicate change of plan

I was going to wash my hair tonight but I've run out of shampoo.
My sister was expecting to see them there but they didn't arrive.

Refer to future events

I'm about to phone him.
I won't be here next week.
The weather is going to get colder.
I'm visiting my mother on Sunday.
When does the plane arrive?
If you are late, I'll go without you.
When I get home, I'll give you a ring.
I'll be swimming in the Caribbean next week!

Indicate action without reference to agent/without stressing the doer of the action

Three airline passengers were attacked.
All the flights were cancelled.
English newspapers are sold in most countries.
Are all the new words underlined?
I wasn't invited to the party

Provide defining information about people, things, animals, places and actions

I used to have a penfriend who lived in Italy.
Do you know anyone who works for the local hospital?
I have just heard from a girl (who/that) I knew at school.
I need to find a shop that hires out fancy dress.
One game (that/which) I'm quite good at is volleyball.
The city (which) I live in / in which I live is the largest (city) in Asia.
This morning I saw a girl whose hair was bright blue.
Why can't I do what I want to do?
Do you know what a seismologist does?

Express a preference between two things or people

I prefer Brahms to Mozart.
I'd rather eat food than cook it.

Express similarity

He looks like his father.
Why do you do things like that?

Express degree

She is quite a famous writer.
It's quite a long journey.
Are you quite sure?
She is quite nice but rather shy.
I quite like him.

The examination was rather difficult.
It was a rather nice coat.

I don't like that song very much.
Turn the volume down a bit / a little, please.

I completely forgot all about it. I'm so sorry.

I really don't mind (emphatic).
It doesn't really matter.

I hardly know him.

It's almost a year since we last met.

Describe manner in which something is done

She ate slowly.
He spoke quickly.
She sang well.

Express disbelief

Surely not!
Well I never!
Really!
Are you sure?
You're kidding!
You're pulling my leg!
You must be joking!

Empathise

I see what you mean.
I agree wholeheartedly.
Absolutely.

Report statements and commands, adding one's own opinion of mood

He said that he agreed with me.
The dentist asked me to wait outside.
He told/ordered the dog to sit.
He told me not to stare.
She thought he would be late.
She said she was working (on) the following Saturday.
The twins said they couldn't come with us.
Mr Buttery promised to help his wife the next day.
She warned/advised him not to drive so fast.
He complained he was cold.
He said he had visited Paris in 1996.
She said she had been very lazy at school.

Give advice

If you eat less, you'll lose weight.
I wouldn't do it that way.
I would call the vet.
If I were you, I would go.

Give directions

Go straight to the chemist's shop.
Turn right and then second left.
Cross over the road and follow the path to the station.
The library is between the town hall and the school.
Don't miss the entrance!
Take the lift to the second floor.

JETSET 4 (cont)

Grammar Points

Modal auxiliary verbs	can / could, for possibility will / would for possibility, advice
Relative clauses	defining with or without the relative pronouns who, that, (whom), which, whose + what
Zero, and First conditional	future possibilities, advice
Second conditional	advice receptive use only
Reported speech	statements and commands only
Adverbs of manner, place, time and degree	quickly, at the school, at 10 o'clock, quite / rather / really
Prepositions	about, at, by, for, in, on, to, with
Passive Voice: Present Simple and Past Simple only	all forms listed require productive use
Question tags	Consolidation of all forms covered in JET 1 – 3: do/don't does/doesn't did/didn't am I/ aren't I is/isn't are/aren't was/wasn't were/weren't used to / didn't use to has / hasn't have / haven't can / can't could / couldn't will / won't would / wouldn't
Tense / Verb forms	functions:
Past Continuous	progressive action in the past (usually with when + past simple) to express change of plan (especially with come, going to, expect, intend, look forward to, plan, arrange)

Present Perfect Simple

all forms. Contrast with past simple
function: used to indicate action within an unfinished time, which need not be specified (this week, this year)
Something that has remained the same (especially with for and since)
a short time ago (especially with just)
something that is awaited (especially with yet)
the present result of a past action
a time up to now (especially with ever, never)

Past Perfect Simple

function
for reported speech - statements and commands only

Used to

all forms, especially with emphatic never
function: for past habits / actions which are discontinued / which contrast with the present situation

Differentiation of future time expressions

immediate future with be about to
future with will
future with going to
future with present continuous
future with present simple

JETSET 4 (cont)

Thematic Vocabulary List

Numbers – one thousand to one million

FARMING

barn
blade
bulb
cattle
corn
crop
dairy
farmyard
fertiliser
flavour
greenhouse
hay
irrigation
mature
organic
pesticide
plough (n + v)
recipe
seed
sour
sow
stable
tractor
traditional
tulip
typical
variety (ies)
vegetable
vintage
wood

WEATHER

atmosphere
climate
cloud
cool
frost
humid
mild (weather)
overcast
rainfall
severe

GEOGRAPHICAL FEATURES

bay
canal
cave
coast
coral reef
dam
dike
equator
fertile
ground
harbour
hill / hilly
hurricane
iceberg
inland
isolated
lagoon
marsh
narrow
path
peak
pole (North and South)
region
seabed
seafront
site
slope
tide
tip (end of)
waterfall
wave (surf)
well (n)
wide

NATURAL DISASTERS

avalanche
damage
distress message
drought
flood
hurricane
incident
landslide
tidal wave
tragedy

POLITICAL

administration
armed forces
bomber
border
county (UK only)
education
election
Government
kingdom
military base
monarchy
negotiation
peace
politician
President
Prime Minister
refugee
state
vote (n + v)
war

CONSERVATION

aquarium
endangered
erosion
geology
inhabited
national park
poacher
population / populated
rare(ly)
species
the 'greenhouse' effect
turbine
waste
windmill

HEALTH AND DISEASE

activity
bacteria
cancer
diet
illness
infection (ious)
injection
malaria
nurse
protein
raw / cooked
ripe
sterile
stewed
symptom
tablet
treatment
vaccination
virus
vitamin
wound

INDUSTRY

energy / energetic
facility (ies)
factory
generator
mine (n)
power / powerline

COMMERCIAL

advertisement
company (business)
customer
department
director
economy
exchange rate
finance
manager
profit / loss
reduction
unit of currency
wage

SCIENCE

aluminium
apparatus
biology
bubble
chemical
copper
crystal
diamond
experiment
expert
fact
gas
iron (metal)
laboratory
lead (metal)
lid
liquid
lump
metal
method
microscope
nuclear powered
nuclear reactor
physics
project (n)
radiation
research
results
solid
spray
substance
system
tank
technique
tin-foil

**SOCIAL ACTIVITY /
EDUCATION**

ambition (ambitious)
hobby
meeting
primary school
secondary school
university

**INFORMATION
TECHNOLOGY**

access
back-up (copy)
bug
CD-ROM
computer-friendly
computer-literate
crash
cursor
diary
disc
disk
document
download
e-mail
fax
hardware
headset
internet
keyboard
laptop
laser
memory
micro-chip
microphone
modem
monitor
mouse
notebook
network
password
paste
printer
program
reception
screen
search engine
signal
software
spreadsheet
user-friendly
virus
volume control
word processing
website
wire
wireless

TIME/MEASUREMENT

actual
 annual
 approximate(ly)
 around (approximately)
 average
 carat
 clockwise /anticlockwise
 close(ly)
 common
 constant
 degree centigrade
 diagram
 diameter
 distance
 equal to
 frequent
 future
 hardly
 height
 level
 little (a)
 main
 major
 maximum
 minimum
 minor
 often
 per cent / percentage
 period
 roughly (approximation)
 sea level
 spare
 square (e.g. kilometres)
 tonne
 unusual
 usual(ly)
 volume
 weigh / weight

BELIEF

impossible
 incredible
 legend
 logical
 mysterious
 reputation
 satisfactory

TRAVEL / TOURISM / ENTERTAINMENT

bandstand
 car (coach) park
 carriage (train)
 concert
 connections
 costume
 crew
 destination
 expedition
 ferry
 flightpath
 fountain
 gallery (art)
 group
 miniature train
 monument
 motorway
 pedestrian
 port (sea)
 resort
 sail (n + v)
 scenery
 ship
 stadium
 submarine
 terminal
 theme park
 tip (gratuity)
 tower
 traffic jam
 vehicle
 vessel
 wheelchair

EMOTIONS/FEELINGS

comfortable / uncomfortable
 glad
 marvellous
 pleased
 terrible
 upset
 wonderful

PLACES / NATIONALITIES

Amsterdam
 Argentina
 Atlantic Ocean
 Australia
 Buenos Aires
 Bulgaria
 Cyprus
 Dane
 Denmark
 Dutch
 Florida
 Lagos
 Madrid
 Mediterranean Sea
 Moscow
 Netherlands
 Nicosia
 Nigeria
 North Sea
 Portugal
 Portuguese
 Puerto Rico
 River Rhine
 River Thames
 Rotterdam
 Russia
 Sophia
 Spain
 Sydney
 The Hague
 Utrecht

GRAMMATICAL WORDS / PHRASES

absolutely
although
despite
during
either
however
instead
neither
nor
nowadays
particularly
since
therefore
within
without

VERBS

abandon
accelerate
admit (some body)
admit (something)
allow
apologise
attach
be responsible for
be shipwrecked
believe
belong (to)
bother
breed
bring
broadcast
celebrate
challenge
choose
collect
combine
complain
conclude
connect
consist of
construct
consume
contain
continue
create
cultivate
damage
depend on
descent
design

destroy
develop
digest
discover
discuss
drain
employ
enclose
encourage
enquire
entertain
establish
estimate
expect
experience
explain / explanation
explode
explore
export / import
extend
find (out)
flow
focus (+ on)
forecast
forgive
form
found
generate / generator
harvest
hire
hunt
identify
improve
introduce
investigate
irrigate
keep (back)
keep (down)
launch
link
manufacture
measure
navigate
object
observe
occupy
organise
own
pack
pick (e.g. fruit)
plough (n + v)
predict
prepare
preserve
prevent

print
process (foodstuffs)
produce / production
propose
protect
provide
publish
pump
receive
recover
reduce
release
repair
resign
restore
retire
ring (surround)
ripen
roast
rotate
sail (n + v)
sample
seem
separate
settle
spend
spray (n + v)
squeeze
sterilize
stir
store
supply (n + v)
support
surround
suspend
threaten
transmit
tune in
vanish
vibrate
volunteer
vote (n + v)
wonder
wrap / wrapping

RUBRIC / COMMAND WORDS

Accurate spelling (is not needed)
Identify the place ...
Underline the best tense ...

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
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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