

# 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 FOUNDATION Syllabus

### Communicative Functions

### Language/Examples

**Greet people, respond to greetings, bid farewell**

Hello. Hi! Goodbye  
How are you?  
(I'm) fine, thank you.

**Express agreement/  
disagreement**

OK/Okay  
Right!/Wrong!  
Yes, very good!/No!  
I don't know.

**Introduce oneself and make friends**

What's your name?  
I'm Shamia.  
My name's Juan.  
Are you Maria?

**Introduce and identify others**

This is Hamid.  
Who's this?  
His/Her name's Lina.  
She is called ...

**Identify Objects**

What's this/that?  
This is a book.  
They're boats.  
What colour is/are ...?

**Ask and answer questions about physical characteristics and physical comfort**

I've got brown hair.  
What colour are your eyes?  
Have you got long hair?  
This girl's got ...  
Pablo is thin.  
Jurgen is the tallest.  
Grandfather is hungry/thirsty.  
She is hot/cold.  
Alice is fine/ill.

**Ask and answer questions**

How old are you? I'm ...

<b>about age</b>	How old is Leila? She's...
<b>Ask and answer questions about clothes</b>	This boy is/isn't wearing ... Father's wearing ... His shirt's red and his shoes are black. Mother's got yellow trousers. Heidi's T-shirt is green. He hasn't got a scarf.
<b>Express thanks</b>	Thank you/Thanks
<b>Make suggestions</b>	Let's sit down.
<b>Ask and answer questions about number</b>	How many pencils are there? I've got two books. There are seven cows.
<b>Ask and answer questions about possession</b>	I've got an aeroplane. This is my/your/his/her computer. This is Wael's house. Have you got an umbrella? Has Nazmir got a pet? Is that Sam's bag? Whose is this? Whose ... is this?
<b>Ask and answer questions about location/relative position</b>	Where's the box? (It's) on/under/in/by/behind the ... There's a cat under the table. There are two rulers in the bag. The table is by the door.
<b>Understand social utterances/exclamations</b>	Very good! Well done! Please/Thank you Happy Birthday! Good morning/afternoon/evening/night

## **JETSET Foundation (cont.)**

### **Grammar Points**

Receptive use only

Word order: positive and interrogative sentences

Possessive s 's eg John's

Comparison superlative (the ... est)

Plural of nouns includes some irregulars (children, teeth, feet etc)

Possessive adjectives my, your, his, her

Articles a, an, the

Subject personal pronouns he, she, it etc

Prepositions of place under, on, in etc

Wh question words what, when, where etc

Adjectives colour, size etc

### **Tense / Verb forms**

Present Simple Positive, negative + interrogative forms of verbs 'to be', 'to have'

Present Continuous Positive, negative and interrogative form of verb 'to wear'

Imperatives e.g. Listen to me!

### **Punctuation**

Apostrophe for possessive s Recognition of function only

Apostrophe for omission Recognition of function only

### **Spelling**

Recognition of number Words up to 50

# JETSET Foundation (cont.)

## Thematic Vocabulary List

### Numbers – one to fifty in words and digits

#### AT SCHOOL

bag  
blackboard  
book  
circle  
class(room)  
desk  
page  
pen  
pencil  
pencil sharpener  
rubber  
ruler  
school  
square  
teacher

#### WRITING

alphabet  
answer  
example  
number  
question  
word

#### TRAVEL

aeroplane/plane  
bicycle/bike  
boat  
bus  
car  
motorbike  
train

#### AT PLAY

ball  
balloon  
birthday  
bucket and spade  
computer  
doll  
football  
game  
guitar  
kite  
money  
monster  
paint (n + v)  
radio  
robot  
sand  
sea(side)  
skipping rope  
slide (n)  
song  
spade (bucket and)  
swing (n)  
teddy/teddy bear  
tennis  
toy  
turn (your ..)

#### CLOTHES

boots  
clothes  
coat  
dress  
glasses (wearing)  
hat  
jumper  
pocket  
scarf  
shirt  
shoe(s)  
shorts  
skirt  
sock(s)  
spots  
T-shirt  
tie (n)  
trousers  
umbrella

#### AT HOME

bath  
bed  
bedroom  
bookcase  
box  
chair  
cup  
cupboard  
door  
fire  
floor  
fridge  
gate  
home  
lamp  
mat  
piano  
picture  
pillow  
plate  
room  
shelf  
sofa  
table  
telephone/phone  
television/tv  
toothbrush  
wall  
window

#### OUTSIDE

flower  
grass  
house  
moon  
pond  
road  
sea(side)  
sky  
star(s)  
sun  
tree  
water



**PARTS OF THE BODY**

arm  
 body  
 ear  
 eye  
 face  
 finger  
 foot/feet  
 hair  
 hand  
 head  
 leg  
 mouth  
 neck  
 nose  
 tail  
 toe

**COLOURS**

black  
 blonde  
 blue  
 brown  
 colour  
 dark  
 green  
 grey  
 light  
 orange  
 pink  
 purple  
 red  
 white  
 yellow

**PEOPLE**

boy/girl  
 everyone  
 friend  
 man / woman  
 Mr/ Mrs/ Miss/ Ms  
 name

**FOOD & DRINK**

apple  
 banana  
 biscuit  
 bread  
 cake  
 cheese  
 chocolate  
 coffee  
 dinner  
 drink (n + v)  
 egg  
 food  
 hungry  
 ice cream  
 milk  
 orange  
 rice  
 sandwich  
 sweets  
 tea  
 thirsty

**TIME**

afternoon  
 clock  
 day  
 evening  
 morning  
 night  
 now  
 today

**FAMILY / RELATIONS**

brother/sister  
 child/children  
 Dad(dy)  
 family  
 father/mother  
 grandfather  
 grandmother  
 Mum(my)  
 twins

**LOCATION / DIRECTIONS**

above  
 at  
 behind  
 beside  
 between  
 bottom/top  
 by  
 from  
 front (in .. of)  
 here  
 in  
 into  
 next (to)  
 on  
 there  
 to  
 under  
 up / down  
 where

**QUANTITY**

all  
 many (how/too)  
 only  
 some  
 years old

**GREETINGS**

Good afternoon  
 Goodbye / Bye  
 Good evening  
 Good morning  
 Good night  
 Happy Birthday  
 Hello  
 Hi

## ADJECTIVES

best  
big(gest)/small(est)/little  
cold/hot  
correct/right/wrong  
dirty  
dry/wet  
fat(test) / thin(nest)  
favourite  
fine / ill  
good/bad  
long(est) / short(est)  
old (how old / years old)  
round / square  
short(est) / tall(est)  
tired

## SOCIAL

Let's  
Look  
Oh (no)!  
OK/Okay  
Please  
Ready?  
Sorry!  
Thank you/Thanks  
What a mess!  
Well done!  
Your turn

## ANIMALS

animal  
bird  
cat  
chicken  
dog  
duck  
fish  
horse  
mouse  
pet  
rabbit  
snake  
tortoise

## VERBS

am/is/are  
ask  
called (is)  
close  
come  
drink  
eat  
go  
has/have (got)  
jump  
know (don't know)  
like  
look  
open  
paint  
play  
put  
read  
run  
sing  
sit  
sleep (go to)  
stop  
wearing

## GRAMMATICAL WORDS

a/an  
and  
for  
he/him/his  
I/me/my  
it  
of  
or  
she/her  
so  
the  
their/they  
these / those  
this / that  
very  
we  
what  
who/ whose  
yes/ no /not  
you / your

## CLASSROOM LANGUAGE

Answer ..  
Be careful  
Circle  
Close the door/window  
Colour ...  
Come here / in  
Don't...  
Draw ...  
Draw a line  
Give me ...  
Hands up!  
How many ...?  
Join ...  
Listen to me  
Look at ..  
Make ..  
Match ..  
Open/Close your books  
Pick up ..  
Point to ..  
Put  
Quiet  
Read ..  
Ready ?  
Repeat after me  
Say it again  
Show me ..  
Sit down / Stand up  
Stop (talking)  
Tick ..  
Touch ..  
Turn to page ...  
Who is ...  
Write your name

## 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.

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International House  
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Middlemarch Business Park  
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Tel +44 (0) 8707 202909  
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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