

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 1 Syllabus

Communicative Functions

Language/Examples

Greet people, respond to greetings, bid farewell

Hello. Hi!
Good morning/afternoon/evening.
How are you?
(I'm) fine, thank you.
Goodbye

Introduce oneself and make friends

What's your name?
I'm Shamia.
My name's Juan.
I'm called Ali.
Are you Maria?
I'm not Susy, I'm Becky.
We're friends.

Introduce and identify others

This is Hamid/Here is Lina.
Her/His name's ...
This is my father.
She's my sister.
Who's this? He's called Pablo.
It's Carlos.
It's my mother.
Who says ...?

Identify objects

What's this?
It's a doll.
This is a robot.
What are these?
They're books.
What colour is ...?
Find ...!
Which toy is it?
Guess what/which it is (receptive only)
Is that a kite?
Is this an aeroplane or a robot?
Is that an elephant?
Are they boys or girls?
What's that?
What's this called?

Ask and answer questions about age

How old are you?
How old is Maria?
How old is your sister?
I'm eight.
She's/he's seven years old.
We're twins.

Describe people/ask and answer questions about physical characteristics

Her eyes are brown.
Are your eyes blue or brown?
What colours are these?
Is this red?
Who's the biggest?
Who's got the longest hair?
Are you short or tall?
How tall is he?
Is it small?
Which is the smallest?
Maria is the shortest.

Ask and answer questions about clothes

What's he wearing today?
I'm wearing trousers and a shirt.
Are you wearing a tie?
Is Sue wearing a coat?
He's not wearing his shoes.
Who's wearing red socks?
Is Maria's skirt red?
What colour's (is) Maria's blouse?
Put on your coats.

Ask and answer questions about likes and preferences

I like cake.
Do you like chocolate? (receptive only)
What's your favourite colour?
My favourite toy is a football.
My doll's my favourite.
I like oranges best.

Express and respond to thanks That's OK.

Thank you/thanks.

Apologise

Sorry
I'm sorry

Express regret

Oh dear!
Oh no!

Make suggestions

Let's go!
Let's go to the shop.

Express agreement/disagreement

OK/Okay
Right!/Wrong!
Oh Yes!
Yes, very good!

Respond positively and

Yes, I am

negatively to questions

No, you're not
Yes, he/she/it is
No, we're not
Yes, we are
Oh, yes!
No, it isn't
No thanks/Thank you
Yes please
I don't know

**Ask and answer questions
about number**

How many?
How many are there?
How many rulers are there?
How many legs has it got?
How many books has Maria got?
How many animals has your brother got?
I've got/I have two brothers
There are seven
There's a/one duck
What's five and three?
Seven and six are thirteen

**Ask and answer questions
about possession**

I have a ball
I've got an aeroplane
It's his/her bike
That's/this is your school bag
This is Wael's book
Has she/he got an umbrella?
Is this/that Maria's bag?
Whose book is this?
Whose toys are these?
Whose is this?
Whose are these?
Whose jumper are you wearing?
They're my/your/our etc. books (Possessive
adjectives)
They're Maria's books (Possessive s)

**Talk about the day and the
weather**

It's (very) hot today.
It's sunny.
It isn't cold today.
Is it Tuesday today?
What day is it?
When is your lesson? Tuesday.

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

Where are you?
Where are the children?
Where's the box?
They're here.
Oh, *there's* the ...
There are toys everywhere!
It's under/on the table.
The cat is by/near/behind the chair.
The teacher is between the cupboards.

**Understand simple
instructions**

Colour the shirt red.
Draw/paint/cut ...
Make a face ...
Give your monster a ...
Match the children with their pets.
Read this page.
Make a question.
Write your name here.

**Understand social
utterances / exclamations**

What a mess.
Very good!/Well done!
Please/Thank you.
Don't be silly!

**Understand simple
classroom phraseology**

Here you are.
Right!
Are you ready?
Your turn.
No, not Maria's, Susan's.
Point to the picture.
Put the book on the table.
Turn to page four.
Open your books.
Sit down/Stand up.
Stop (talking).
Close the door/window.
That's right.
Look!/Look at the blackboard!
Listen to me.
Come here.

JETSET 1 (cont.)

Grammar Points

Word order	positive, negative and interrogative sentences Adjective + noun Adjective + adjective + noun
Possessive s	's eg John's
Comparison	superlative (the –est)
Plural of nouns	includes some irregulars (children, teeth, feet etc)
Possessive adjectives	my book, his pen etc
Subject personal pronouns	he, she, it
Object personal pronouns	me, him etc
Articles	a, an, the
Intensifier	very
Prepositions of place	under, on, in etc
Demonstrative adjectives	this, that, these etc
Adjectives	colour, size etc
Wh questions	what, when, where etc

Tenses / Verb Forms

Present Simple	positive, negative + interrogative forms of verbs 'to be', 'to have' positive/negative forms of verb
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Present Continuous	positive, negative + interrogative forms of verb
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Imperatives	e.g. Listen to me! receptive use only
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Punctuation

Apostrophe for possessive s	It is Mary's etc
Apostrophe for omission	He's
Short form of verb to be	they're, what's, his name's etc

Spelling

Plural forms of nouns	s, es, ies
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JETSET 1 (cont.)

Thematic Vocabulary List

AT SCHOOL

chair
chalk
computer
desk
exercise book
lesson
letter (alphabet)
paint (n + v)
paper
pencil case
playground
schoolbag
sentence
shape (n)
square (n + adj)
story
student
sum(s)

AT HOME

brush
flower
glass (drinking)
kitchen
lounge
mess
programme

AT PLAY

circus
clown
film (n)
fun
headphones
hide-and-peek
party
present (n)
prize
quiz
race
sky
sun
tree

TRAVEL AND TRANSPORT

bus stop
lorry
taxi
wheel

CLOTHES

blouse
button
cardigan
jacket
jeans
ribbon
swimsuit

PARTS OF THE BODY

bone
teeth
tooth

PEOPLE

baby
farmer
police(man)
twin(s)
zoo-keeper

ANIMAL

cage
kitten
puppy
elephant
lion
pig
tiger

FOOD AND DRINK

breakfast
carrot
chips
coca-cola / coke
crisps
fruit
ice
jelly
lemonade
lunch (time/box)
meat
pea(s)
potato
tomato

DAYS OF THE WEEK

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
week

PLACES TO GO

café
cinema
farm
garden
park
shop
supermarket
swimming pool
zoo

TIME

last (night)
tomorrow
tonight
watch (n)
year

JETSET 1 (cont.)

LOCATION/DIRECTIONS

bottom
everywhere
first
last
left/right
near
next
out
second (n + adj)
straight (on/past)
top
with

LIKES

favourite
like
want

SOCIAL

Here you are
Oh
Oh dear
Right!

RUBRIC AND COMMAND WORDS

Ask
Bring me ...
Copy
Watch

WORK

job
career
chef
doctor
factory
hospital
office
secretary
nurse
waiter
waitress

ADJECTIVES

afraid
beautiful/ugly
careful
clean / dirty
clever / stupid
different
easy / hard
first / last
funny
happy / sad
hot / cold
kind
late
new
pretty / ugly
sick
silly
sunny
thin / fat

QUANTITY

lots (of)
more
much
some

GRAMMATICAL WORDS

about
again
all
and
away
best
but
every
them
then
too
us / our
when
which

SIGNS

DANGER!
NO SMOKING

VERBS

add
call
catch
come(s) back
count
cut
cycle / go cycling
do
drink
find
fly
get dressed
get ready
get up
guess
help
hide
learn
let's
live
look
look for
make
make friends with
meet
paint
point
put away / on
repeat
rub out
run away
say
see
shop / shopping
sit
stand
start
stay
swim / go swimming
take
take off
talk
teach
walk
wear
win

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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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