

# JETSET SYLLABUS

## 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

The following lists of topics are not definitive but include likely examples of subject areas for JETSET versions of the examinations:

### 5 and 6

*Citizenship and knowing your rights*

*Entertainment*

*The Arts*

*The Environment*

*The Future*

*Health and fitness*

*Inventions and innovations*

*Jobs and education*

*The media*

*Peoples and cultures*

*Science and technology*

*Sports and recreation*

*Travel and tourism*

*The World around us*

## JETSET 5 Syllabus

### Communicative Functions

### Language/Examples

**Report statements, commands, requests and questions**

Peter told us (that) he was married  
She said she would visit Anna  
They said they had been to the shops  
The policeman told him to go home  
He advised me to see a doctor  
She asked me to pass the salt  
Jenny asked Rita if she was coming  
We asked him what his favourite programme was

**Seek confirmation**

Your mother's been told about this, hasn't she?  
You haven't eaten, have you?  
You won't go, will you?  
They'll have to move house, won't they?  
Petra wouldn't like it, would she?  
They hadn't already seen him, had they?

**Indicate deduction / speculation about the present / future, requests and questions**

That must be John. He said he'd be here by six  
It could / may / might rain today. There are a few clouds in the sky  
They should be home by now  
She can't be American; she doesn't speak English

**Give advice**

If you're ill, (you should) go to the doctor  
You had better wear old clothes  
You ought to study harder  
If I were you, I would get there early

**Imagine the consequences of events that happened, or didn't happen, or began to happen in the past**

If I'd known you were staying, I would have prepared the bedroom  
If there hadn't been a traffic jam, I'd have arrived on time

**Agree and disagree**

I couldn't agree more  
Well, I'm not sure about that  
I'm not so certain that's true

**Politely correct someone**

That isn't quite right

<b>Express probable / improbable future result</b>	If you don't pay attention, you won't learn anything Unless you return the money you took, I'll tell the police We're going to get very wet if it doesn't stop raining I'd travel the world if I could afford it
<b>Give instructions</b>	To remove chewing gum, put the clothing in the freezer To open, line up the arrows and pull If you hear rapid pips during your call, put in more coins If you have difficulty making a call, dial 100 and ask the operator for help
<b>Give less importance to agent</b>	The penguins are fed four times a day What was said at the meeting? My brother was offered the job on the spot When was the election held? Why have those trees been cut down?
<b>Express preference</b>	I'd rather stay in tonight
<b>Ask for something to be done</b>	Would you post this for me, please? Could you open the window a little? Could you do me a favour? I need ...
<b>Politely offer help and reply appropriately</b>	Can I be of assistance? Can I lend you a hand? Let me carry that for you I'll get that for you That's very kind of you You look as if you need some help Shall I do it now?
<b>Give and ask permission for something</b>	It is OK to cross this field? Of course you can
<b>Give and ask permission for something / Refuse politely</b>	Could / may I borrow your torch? I'm sorry, but I'm using it myself
<b>Express obligation, force and necessity</b>	It was raining so we had to eat in the hotel We mustn't let this happen We'll have to book a taxi You will have to wait (for) your turn I should go: it's getting late I had to go to the doctor's yesterday

**Refer to past situations or recurrent experiences relevant to the present/ Announce some news**

Have you ever been to China?  
I've already done my homework  
She still hasn't telephoned  
My parents haven't visited me yet  
I have lived here since I was born  
She has been in that class for eight months  
Have you finished yet?  
I have just finished my lunch  
The ship has sunk

**Talk about future plans**

We'll go shopping when she arrives  
What shall I do when you go?  
You can swim as soon as we get there

**Comparison**

This is worse/better/less/more than that  
This is the worst/the best  
I have the least/the most  
She's as tall as her brother  
You can eat more quickly than I do  
I work much harder now than I used to

**Give directions**

Take the third exit on the left  
After the second set of traffic lights, turn sharp left

**Express fear or worry**

He's never as late as this  
He should have been home by now

**Indicate lack of comprehension and request clarification**

I'm sorry, I don't understand what you said  
Sorry, I didn't understand you  
Could you explain?  
Sorry, could you repeat that?  
Do you mean there's no way out?  
What did you mean by saying that?

**Pay and receive a compliment**

What a beautiful dress!  
I'm glad you like it  
You sang really well  
It's very kind of you to say so

**Promise, threat and warn**

I'll take you to the airport  
You won't go unless you behave  
If you do that again, I'm leaving

**Express hopes and wishes**

I hope the weather is/will be fine  
I wish the sun would shine  
I wish I knew the answer

**Express appreciation**

How kind!  
That's very good of you  
You didn't really need to ...

**Apologise, congratulate and commiserate**

I'm terribly sorry for you  
Everything will be all right, you'll see

**Write formal/ informal postcards and letters**

Dear Vita ..... love Trudi  
Dear Harold ..... Best wishes, Tim  
Dear Mr Clarke ..... Yours sincerely  
Dear Sir/Madam ..... Yours faithfully

**Express consequence**

The music was so loud I could hear it in the street  
The play was so bad that I demanded my money back

**Use the telephone and understand recorded announcements**

Hello, can I speak to Goran, please?  
I'd like to speak to Mr Clayton, please  
One moment, I'll see if he's in  
I'm sorry, his line's engaged. Could you call back later?  
He's not here, I'm afraid  
Sorry, he's not here at the moment  
Who shall I say called/is calling?  
Can I take a message?  
Could you ask him to phone Mikhail on eight-oh-one-two-oh-two, please?  
Sorry, could you repeat that, please?  
I'm sorry, I think you've got the wrong number  
There's no one here by that name  
There's no-one here at present  
Please leave your name and number after the bleep and someone will call you back  
All lines are busy. Please try again later  
All numbers to Oxford have changed. Please re-dial, placing a five in front of the old five digit number

**Describe something that happened before a point in the past**

When I arrived at the cinema, the film had already started  
She had visited London twice before we went together

**Talk about quality and degree**

The jeans were very expensive, but I bought them anyway  
It was too hot to play tennis  
This coffee is (not) sweet enough

**Refer to a service done for us by others**

I had my car fixed yesterday  
She has her hair cut every month  
Have you had your house painted yet?

**JETSET 5 (cont.)**

**Grammar Points**

Modal verbs

ought to, should, had better for advice  
need for necessity  
could / can, may / might for possibility, permission, requests  
had to - past form of must/have to for obligation, force, necessity

Modal verbs for deduction for present use

could be/have, can't be/have, might be/have, must be/have,  
should be/have, ought to be/have, will be/have (plus negatives)

Reflexive and emphatic pronouns

e.g. I've cut myself / I did it myself

Comparison of Adjectives and Adverbs

regular and irregular forms  
(not) as ... as  
very/too/(not) enough  
when/as soon as .....

Reported Speech

all forms

Passive Voice

all tenses, simple forms

Causatives

all tenses, simple forms

Zero / First and Second Conditional

productive use

Third Conditional

unchangeable past  
receptive use only

Question Tags

all tenses for verbs; present tense only for modal verbs

## 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