

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**

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

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 6 Syllabus

Communicative Functions

Refer to two things or people using both (and / of them + plural verb), either (or / of them + singular verb) or neither (nor / of them + singular verb)

Express agreement in reply to a negative or positive statement of likes and dislikes

Signify that something happens too often/indicate mild annoyance

Express tentative ideas (with think of, wonder if) and extend indirect invitations (with think of)

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

Imagine the present consequences of events that didn't happen

Express regret

Language/Examples

John has two brothers. Both of them are older than John
Two buses are going to get here at the same time.
Neither of them is the one we want to catch
Who are these two people?
I don't know either of them.

So do I
Neither do I
So am I
I don't either
(me too / me neither – colloquial)

You're always telling me what to do
I'm always having to share my book with you

I was thinking of inviting them to dinner. What do you think?
I was wondering if you could lend me £5?
I was thinking of going shopping this afternoon.
Do you want to come?

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
If you had asked me, I'd have posted the forms for you

If you'd worked harder, you'd be your own boss now
If I'd invested the money wisely, I'd be a millionaire today
If she'd been born in 1954, how old would she be now?

If only I'd had my torch with me
If only they'd been more sensible
I wish you'd been there
I wish she hadn't done that

Express wishes	<p>If I were able to, I'd buy a speed-boat If I were allowed to have a dog, I'd have a spaniel If I could choose, I'd have that ring</p>
Indicate present/past action without reference to agent	<p>A new syllabus is being introduced this year The room was being painted at the time The documents had been destroyed and the room had been turned upside down Examinations may be taken in June Statements may be required by the Police</p>
Indicate that permission was given or refused in the past	<p>I was allowed to look around the private gardens We couldn't (were not allowed to) wear our shoes inside the house They let me see the diamonds My parents wouldn't let me go to the pop concert</p>
Ask if permission was given in the past	<p>Was he allowed to take his textbook into the exam? Did they let him take the test again?</p>
Make deductions about the present / future and the past	<p>I'm sure she's coming on Monday because she's working every other day It can't be raining because my umbrella's dry She had a terrible experience; she must've been very brave She told me otherwise, so it can't have been true She can't have been at the concert, otherwise I would've seen her He was expecting to win, so he must have been very disappointed</p>
Express a possible activity in progress at the moment	<p>He must be working late They can't be having an argument He must be cooking the dinner</p>
Express possibility/certainty	<p>The key must have fallen behind the piano They might have stopped on the way He may not have felt well</p>
Refer to impossibility	<p>They can't have left yet, because their car is still there She couldn't have gone to the party, because she was too ill</p>

Refer to ability/inability in the past	<p>I was able to finish my report before the game started</p> <p>He managed to finish the project on time</p> <p>They couldn't understand a word of it</p> <p>I was unable to (wasn't able to) complete the course</p> <p>We didn't manage to finish it on time</p>
Ask for and give advice	<p>What would you do in my position / if you were me?</p> <p>If I were you, I'd own up</p> <p>If I were writing to him, I'd tell him about it</p> <p>I think you should/ought to/had better tell your parents</p> <p>I would advise you to have nothing to do with it</p> <p>If you want my advice, don't do it</p>
Predict a future state or habit at a particular time in the future	<p>By the time I'm 30, I'll be thinking of marriage</p> <p>When my parents go away, I'll be cooking for myself</p>
Express expectation	<p>By the time we get there, the film will have started</p> <p>The meeting won't have finished by noon</p>
Refer to services done for us by others	<p>I'd like my hair cut really short, please</p> <p>Get the oil checked as well as the tyres</p> <p>I'm having my ears pierced on my eighteenth birthday</p> <p>I must have the sleeves shortened</p>
Ask polite indirect questions	<p>Could you tell me the time of the next bus, please?</p> <p>Do you know if / whether the train has left?</p> <p>Would you mind telling me the time please?</p> <p>I wonder if you could show me the way to the dining room please?</p> <p>I don't suppose you know where he went?</p> <p>Have you any idea how much it will cost?</p> <p>Do you know where he has gone?</p> <p>Can you tell me where I could find him?</p>
Make polite requests	<p>Do you think you could help me to move this table?</p> <p>Do you mind if I share your book?</p> <p>Would you mind changing places with me?</p> <p>Not at all / I'd rather not, if you don't mind</p> <p>Would you mind not smoking?</p> <p>Would it be all right if I sat here?</p> <p>I wonder if you'd mind lending me a hand?</p>

Complain

I'm sorry to have to say this, but the bathroom wasn't very clean
I'm afraid I have to complain about the quality of this dress
Can't something be done about the lights?
I really must protest about the staff. They've been unhelpful and rude

Express opinion / disapproval

People should use the buses, not cars
People shouldn't use their own transport in big cities
A thorough investigation should be carried out
The government ought to do something about it

Give polite short answers to questions and statements (using auxiliary verbs)

Are you coming with us?
Yes I am

It's a lovely day!
Yes it is, isn't it

Did you go out last night?
Yes, I did

Don't forget to write
No, I won't

Is it going to rain?
I hope not

She hates dancing
No she doesn't, she loves it

Have you had breakfast yet?
No, I haven't

Distinguish between "make" and "do"**make:**

a mistake
up my mind
a mess
a complaint
sure that
money
a speech
a profit
a noise
a phone call
friends with
a will
a profit
the bed

do:

the shopping
someone a favour
the housework
nothing/everything
my best
business with
exercises
the washing up

JETSET 6 (cont.)

Grammar Points

Third Conditional	productive use
Second and Third Conditional (mixed)	productive use
Passive Voice + modal verbs	use of all tenses
both/either/neither/do/ make/take	
Modal verbs for deduction for past use	could have been/had, can't have been/had, might have been/had, must have been/had, should have been/had, ought to have been/had, would have been (plus negatives)
Tense / Verb forms	
Productive use of all tenses covered in the lower levels plus:	
Present Continuous	function: tentative ideas, indirect invitations, irritation with use of always
Future Perfect	all forms function: projecting oneself to a specific time in future and referring to a state, event or activity in the present
Future Continuous	all forms function: for an event or state which will be happening at a particular time

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