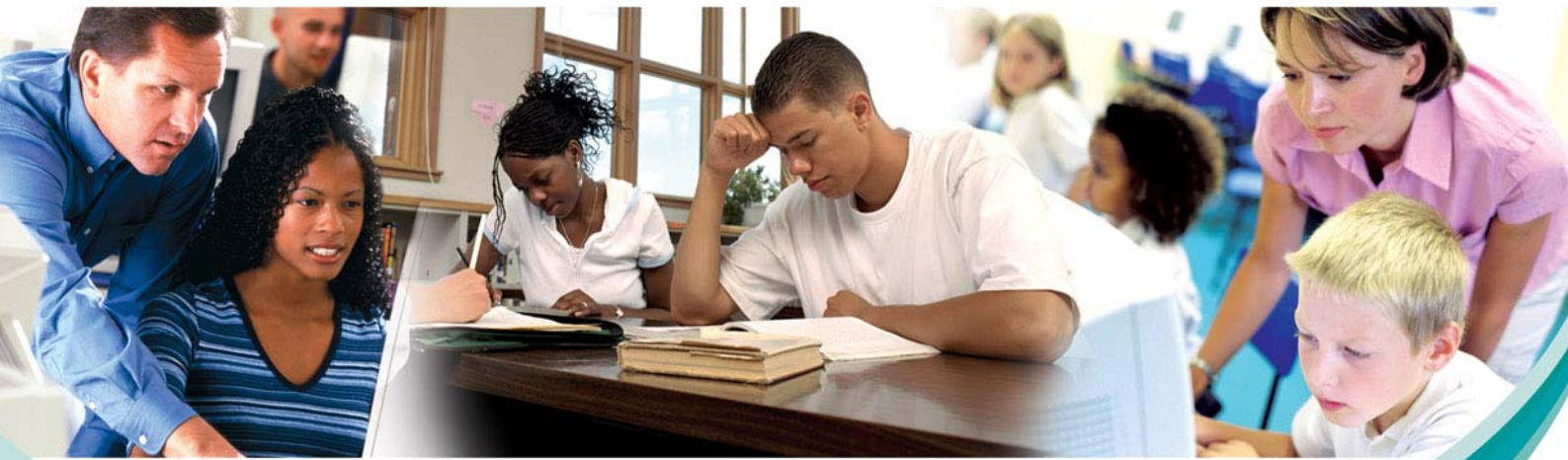


EDI ESOL INTERNATIONAL QUALIFICATIONS

JUNIOR ENGLISH TESTS



Specification

Effective from: 1 January 2008

Vision Statement

Our vision is to contribute to the achievements of learners around the world by providing integrated assessment and learning services, adapted to meet both local market and wider occupational needs and delivered to international standards.

CONTENTS

Introduction	1
JETSET ESOL International Qualifications	1
Structure of the qualifications	1
JETSET level equivalences and accredited titles	2
Assessment objectives	3
Progression	3
Key Changes from previous versions of JETSET	4
Contextualisation of assessments	4
Subject content	4
Assessment methodologies	4
Grading and Progression	5
Structure of the JET SET Assessment Components	6
Syllabus topics (All levels)	6
Foundation Level Assessment Components	7
Level 1 Assessment Components	8
Level 2 Assessment Components	9
Level 3 Assessment Components	10
Level 4 Assessment Components	12
Level 5 Assessment Components	13
Level 6 Assessment Components	15
Assessment Criteria	17
Listening and Reading (All Levels)	17
Writing (All Levels)	17
Writing Marking Scale and interpretations (<i>Foundation level- level 4</i>)	17
Writing Marking Scale and interpretations (<i>Levels 5 and 6</i>)	17
Speaking Component (<i>Foundation level - level 4</i>)	18
Speaking Component (<i>Levels 5 and 6</i>)	19
Other Useful Information	20
Test Availability	20
Grading and Certification	20
Re-sits	20
Guided Learning Hours	20
Use of Dictionaries	21
Support Materials	21
Dictionaries (All levels)	21
Foundation Level	22
Level 1	23
Level 2	25
Level 3	27
Level 4	28
Level 5	29
Level 6	29

Summary of Subject Content	31
Foundation Level	31
- Communicative Functions	31
- Grammar Points	33
- Thematic Vocabulary List	34
Level 1	37
- Communicative Functions	37
- Grammar Points	41
- Thematic Vocabulary List	42
Level 2	44
- Communicative Functions	44
- Grammar Points	48
- Thematic Vocabulary List	49
Level 3	53
- Communicative Functions	53
- Grammar Points	58
- Thematic Vocabulary List	59
Level 4	64
- Communicative Functions	64
- Grammar Points	67
- Thematic Vocabulary List	69
Level 5	73
- Communicative Functions	73
- Grammar Points	77
Level 6	78
- Communicative Functions	78
- Grammar Points	82

INTRODUCTION

Education Development International (EDI) is a leading international awarding body that was formed through the merger of the London Chamber of Commerce and Industry Examinations Board (LCCIEB) and a leading online assessment provider (GOAL). EDI now delivers qualifications internationally through a network of over 4000 registered centres in more than 100 countries worldwide. Our range of qualifications are trusted and valued by employers worldwide and recognised by universities and professional bodies.

JETSET ESOL International Qualifications

ESOL International qualifications are intended for candidates who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised world-wide. ESOL International Qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEF). The levels in the CEF have been mapped to the levels in the National Qualifications Framework for England Wales and Northern Ireland (see, "Pathways to Proficiency: the alignment of language proficiency scales for assessing competence in English Language" DFES / QCA, 2003).

The JETSET ESOL International Qualifications are skills based English language qualifications that have been designed to develop and assess a candidate's ability to communicate in English. The tests are taken under examination conditions at increasing levels of difficulty and cover the four skill areas of Listening, Speaking, Reading and Writing. The qualifications are suitable for assessing pupils from the level of beginners at around age 6, to approximately the level defined in the Council of Europe Framework for Language Learning as "C1- Independent User". They are used overseas and are now increasingly being taken up in the UK by centres teaching students from homes where English is not the main medium of communication.

Structure of the qualifications

The qualifications are available at 7 levels as shown in the table on the following page.

Each level consists of 3 mandatory components (Listening comprehension test, Reading test and Writing tests) and one optional component (Speaking test).

Each level of JETSET is a free-standing qualification and is separately certificated. At JETSET 2, 3 4, 5 and 6, the qualifications have been closely aligned to the Common European Framework of Reference for Languages (CEF) at levels A1, A2, B1 and B2 respectively, as shown overleaf. These levels have also gained accreditation by the UK Qualifications and Curriculum Authority (QCA) as *ESOL International Qualifications*. JETSET Foundation and JETSET 1 are, however, considered below the CEF scale and as such are non-accredited.

JETSET level equivalences and accredited titles

JETSET Levels (and former title)	*QCA Accredited Titles	Common European Framework (CEF) of Reference for Language Qualifications	NQF / A Language in Common (QCA 2000)
JETSET 6 <i>(Previously SET 2)</i>	EDI Level 2 Certificate in ESOL International (CEF C1)	C1 Effective Operational Proficiency	NQF Level 2
JETSET 5 <i>(Previously SET 1)</i>	EDI Level 1 Certificate in ESOL International (CEF B2)	B2 Vantage	NQF Level 1
JETSET 4 <i>(Previously JET 4)</i>	EDI Entry 3 Certificate in ESOL International (CEF B1)	B1 Threshold	Entry Level 3
JETSET 3 <i>(Previously JET 3)</i>	EDI Entry 2 Certificate in ESOL International (CEF A2)	A2 Waystage	Entry Level 2
JETSET 2 <i>(Previously JET 2)</i>	EDI Entry 1I Certificate in ESOL International (CEF A1)	A1 Breakthrough	Entry Level 1
JETSET 1 <i>(Previously JET 1)</i>	<i>NOT ACCREDITED</i>	<i>Below scale</i>	Pre-Entry / EAL Step 2
JETSET Foundation <i>(Previously JET Foundation)</i>			Pre-Entry / EAL Step 1

NOTES:

CEF / NQF equivalences drawn from *Pathways to Proficiency*, (DFES / QCA 2003)

*The QCA accredited titles will appear on candidate certificates as well as the JETSET level.

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.

Key Changes from previous versions of JETSET

The JETSET qualifications have been redeveloped and as a result, a number of key changes have been made. These changes will be implemented as of January 2008 and are summarised as follows:

- **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 now 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 – *previously SET 1 and 2*) have, however, not been contextualised according to learner age. This was considered unnecessary at these levels 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 now 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 assessment methodologies for all JETSET levels have been subject to significant redevelopment and changes, the most notable of which is that the Reading and Writing assessment has now been separated into two distinct tests. Previously Reading and Writing were assessed via a combined skills test and it was often unclear which specific skill was being assessed by a particular task. Now, however, the two skills are now independently assessed and hence there is no confusion as to which skill is being tested.

The Reading and Listening tests have been changed so that they are now 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 change are that candidates are no longer 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 remains largely unchanged and will continue to be internally assessed with external moderation taking place. New, more contemporary looking materials have, however, been produced and there is now a training DVD available for internal assessors.

- **Grading and Progression**

Previous versions of JETSET did not involve a system of grading candidate performance. Instead, certificates simply stated the percentage achieved by a candidate in each of the skills components. A system of grading has, however, now been introduced and candidates' performances will now be graded as follows:

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 teachers 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, however, remain upgraded but will continue to be detailed on the certificate as the percentage of marks achieved. All candidates will be issued with 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

JETSET Foundation Assessment Components

JETSET Foundation Reading Test 1 hour
40 marks

The paper consists of six short, multiple choice tasks which test recognition of individual lexis and grammatical forms. Picture cues feature largely in testing at this level.

The tasks include:

- selecting from a list of words to fill a gap in short word-groups
- sorting jumbled sentences into correct word order
- matching numerals to their spellings
- matching the correct response to questions
- selecting a picture to show understanding of instructions and simple actions
- locating the position and identifying the colour of named objects on a picture

JETSET Foundation Listening Test 30 minutes
20 marks

The test has two parts; each consists of a number of short texts of sentence length, recorded on disc. The sentences are read slowly, twice, allowing candidates time to make their response. Verb usage is largely restricted to the present tense of the verbs “to be” and “to have”.

- in the first part, the candidates have to indicate understanding of the main information in each of ten items by selecting from three multiple-choice options in pictorial form.
- in the second part, the candidates have to select True or False in response to ten statements made about locations and colours in a picture.

JETSET Foundation Speaking Test 5 minutes
(Optional) 20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to two or three Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of this specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working with the Assessor, take part in a two minute structured interchange, describing people or a scene, their location/ its contents. The material for Part Two takes the form of pictures of scenes/ people. Each candidate has a variant of the same material.

Part Three takes the form of a simple conversation extended from the topic in Part Two and should last for approximately two minutes.

JETSET 3 Writing Test

75 minutes
40 marks

The paper consists of six writing tasks.

The tasks include:

- producing whole sentence answers to a series of questions
- expressing simple conditions using picture cues
- completing gapped sentences with the correct form of the word in brackets
- completing a gapped dialogue
- completing answers to questions based on reading of a text
- writing a letter

JETSET 3 Listening Test

30 minutes
20 marks

The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work.

In the first part candidates are required to listen for understanding of specific detail and select True or False in answer to ten questions.

In the second part candidates are required to listen for understanding of specific detail and select an answer from four written prompts.

JETSET 3 Speaking Test (Optional)

5 minutes
20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor, and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. This part of the test should last for approximately 1 minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two** the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a narrative based on a picture sequence. Each candidate has a variant of the same material.

Part Three takes the form of a two minute conversation extended from the topic in Part Two and related to the candidates' own experiences.

JETSET 4 ASSESSMENT COMPONENTS

JETSET 4 Reading Test 80 minutes
40 marks

The paper consists of six multiple choice tasks.

The tasks include:

- comprehending specific detail and gist in a factual text
- selecting the appropriate word to fill gaps in a short text
- selecting the appropriate relative pronoun to insert into a gapped text
- selecting the appropriate preposition to insert into a gapped text
- completing conditional sentences
- selecting appropriate verb tense to insert in sentences

JETSET 4 Writing Test 80 minutes
40marks

The paper consists of six writing tasks.

The tasks include:

- reading a text in reported speech and reproducing it as a dialogue
- producing appropriate question tags in a dialogue
- changing sentences from active into passive voice
- completing the required part of conditional sentences
- expanding note-form statements and questions into sentences
- writing a letter to express a point of view

JETSET 4 Listening Test 30 minutes
20 marks

The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work.

In the first part candidates are required to listen for understanding of specific detail and select True or False or Not Given in answer to ten questions

In the second part candidates are required to listen for understanding of specific detail and gist and select an answer from four written prompts.

JETSET 4 Speaking Test 5 minutes
(Optional) 20 marks

The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally

JETSET 5 Listening Test

45 minutes
30 marks

The test consists of three parts recorded on disc. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable them to check their work.

In the first part candidates are required to listen for understanding of specific detail and select True or False or Not Given in answer to ten questions.

In the second part candidates are required to listen for understanding of specific detail and select an answer from four written prompts.

In the third part candidates are required to listen for understanding of gist and select an answer from four written prompts.

JETSET 5 Speaking Test (Optional)

8 minutes
40 marks

The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, which should last for approximately three to four minutes, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. The Assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, engage in a five minute interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating and decision-making.

The material for Part Two can take the form of

Either: a list requiring selection of a finite number of items and then comparing and discussing the choices made by the partner;

Or: comparing two different set of information and then discussing and agreeing on a day and time to do something with the partner.

In **Part Three** takes the form of a five minute extended discussion from the topic in Part Two and related to the candidates' own experiences and knowledge.

JETSET 6 ASSESSMENT COMPONENTS

JETSET 6 Reading Test 90 minutes
60 marks

The paper consists of eight multiple choice tasks.

The tasks include:

- reading for gist a series of paragraphs linked to the same topic and selecting an appropriate heading for each
- selecting answers to questions based on the same text
- matching synonyms
- selecting suitable words to fill gaps in a text
- identifying grammatical errors
- selecting the correct verb form in a gapped text
- reading an extended factual text for comprehension of detail

JETSET 6 Writing Test 90 minutes
60 marks

The paper consists of eight writing tasks.

The tasks include:

- producing the correct verb form in a gapped text from the infinitive supplied
- producing appropriate parts of speech to insert into a gapped text of dialogue
- re-writing sentences in a different grammatical/ syntactical way
- filling gaps in a short text with a suitable word
- producing appropriate responses to statements and questions
- extracting the key points from a text and writing a summary
- writing a short composition to express a point of view
- producing a piece of extended writing from a choice of two options giving scope for development of ideas

JETSET 6 Listening Test 45 minutes
30 marks

The test consists of three parts recorded on disc. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable them to check their work.

In the first part candidates are required to listen for understanding of specific detail and select True or False or Not Given in answer to ten questions.

In the second part candidates are required to listen for understanding of specific detail and select an answer from four written prompts.

In the third part candidates are required to listen for understanding of gist and select an answer from four written prompts.

**JETSET 6 Speaking Test
(Optional)**

8 minutes
40 marks

The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by EDI. The Assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

In **Part One**, which should last for approximately three to four minutes, the candidate responds to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. The Assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidates, working in pairs, take part in a five minute structured interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating, decision-making. The material for Part Two can take the form of

Either: choosing items from a list, establishing own choices in order of priority and comparing and contrasting choices in discussion with the partner;

or: from a list of possible items or activities, discuss preferences and make a choice for an item or an outing with the partner.

In **Part Three** takes the form of a five minute extended discussion from the topic in Part Two and related to the candidates' own experiences and knowledge.

ASSESSMENT CRITERIA

Listening and Reading (All Levels)

All of the Listening Tests Reading Tests are multiple choice.

Writing (All Levels)

For many of the Writing tasks it is possible to prescribe the response (at word and sentence level only) required for successful completion of the task. In all such instances, these responses will be given in the detailed marking scheme provided for the particular paper. Where productive writing of a more extended nature (at text level) is the task, the following criteria will be used:

Marking Scale and interpretations (*Foundation, 1, 2, 3 and 4*)

Mark	Criteria
1 - 4	Displays limited control of the grammar, tense forms, syntax and vocabulary indicated by that level in the specification, and restricted awareness of appropriate form and content. Adjust according to length and quality of presentation.
5 - 7	Displays adequate control of the grammar, tense forms, syntax and vocabulary indicated by that level of the specification, and sufficient awareness of appropriate form and content. Adjust according to length and quality of presentation.
8 - 10	Displays confident control of the grammar, tense forms, syntax and vocabulary indicated by that level of the specification, and an extensive awareness of appropriate form and content. Adjust according to length and quality of presentation.

(total out of 10)

Give **0** when the task is not attempted or if the piece is too short to judge.

Unassembled 'lifting' restricts marks in each band.

No half marks.

Marking Scale and interpretations (*5 and 6*)

Mark	Criteria
1-4	Displays limited control of the grammar, tense forms, syntax, vocabulary and idioms indicated by that level in the specification, and restricted awareness of appropriate style, register and content. Adjust according to length and quality of presentation.
5-7	Displays adequate control of the grammar, tense forms, syntax, vocabulary and idioms indicated by that level in the specification, and sufficient awareness of appropriate style, register and content. Adjust according to length and quality of presentation.
8-10	Displays confident control of the grammar, tense forms, syntax, vocabulary and idioms indicated by that level in the specification, and extensive awareness of appropriate style, register and content. Adjust according to length and quality of presentation.

(total out of 10)

Give **0** when the task is not attempted or if the piece is too short to judge.

Unassembled 'lifting' restricts marks in each band.

No half marks.

Speaking Component (*Foundation, 1, 2, 3 and 4*)

Marking Descriptors

Descriptor	Definition
Accuracy	in use of grammar and vocabulary
Appropriacy	and range of grammar and vocabulary
Achievement	through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)

Marking Scale and interpretations

Mark	Interpretation
1	can provide <i>restricted</i> evidence of accuracy, appropriacy and achievement, and restricted content in tasks
2	can provide <i>sufficient</i> evidence of accuracy, appropriacy and achievement, and sufficient content in tasks
3	can provide <i>extensive</i> evidence of <i>sustained</i> accuracy, appropriacy and achievement, and extensive and sustained content in tasks

Give 0 when the task is not attempted

Allocation of Marks

DESCRIPTORS	MARKS		
	Part One	Part Two	Part Three
Accuracy		1 2 3	1 2 3
Appropriacy		1 2 3	1 2 3
Achievement	1 2	1 2 3	1 2 3
TOTAL MAXIMUM MARK 20			

Example of Marks given for Foundation Speaking Test

DESCRIPTORS	Part One	Part Two	Part Three
Accuracy		1 ② 3	1 2 ③
Appropriacy		1 ② 3	1 2 ③
Achievement	1 ②	① 2 3	1 2 ③
Totals	2	5	9
Grand Total 16/20			

Speaking Component (5 and 6)

Marking Descriptors

Descriptor	Definition
Accuracy	in use of grammar and vocabulary
Appropriacy	and range of grammar and vocabulary
Achievement	through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)

Marking Scale and interpretations

Mark	Interpretation
1-2	can provide <i>restricted</i> evidence of accuracy, appropriacy and achievement, and restricted content in tasks
3-4	can provide <i>sufficient</i> evidence of accuracy, appropriacy and achievement, and sufficient content in tasks
5-6	can provide <i>extensive</i> evidence of <i>sustained</i> accuracy, appropriacy and achievement, and extensive and sustained content in tasks.

Give 0 when the task is not attempted

Allocation of Marks

DESCRIPTORS	MARKS		
	Part One	Part Two	Part Three
Accuracy		1-2 3-4 5-6	1-2 3-4 5-6
Appropriacy		1-2 3-4 5-6	1-2 3-4 5-6
Achievement	1-2 3-4	1-2 3-4 5-6	1-2 3-4 5-6
TOTAL MAXIMUM MARK 40			

Example of Marks given for JETSET 5 Speaking Test

Descriptors	Part One	Part Two	Part Three
Accuracy		1-2 3-4 <u>5-6</u>	1-2 <u>3-4</u> 5-6
Appropriacy		1-2 <u>3-4</u> 5-6	1-2 <u>3-4</u> 5-6
Achievement	1- <u>2</u> 3-4	1-2 <u>3-4</u> 5-6	1-2 <u>3-4</u> 5-6
Totals	2	13	9
Grand Total 24/40			

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

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 candidates 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

These figures include direct contact hours as well as other time when candidates' work is being supervised by teachers. They also include the number of hours required to prepare candidates for the optional speaking tests. Ultimately, however, it is the responsibility of training centres to determine the appropriate course duration based on their candidates' ability and level of existing knowledge. EDI experience indicates that the number of GLHs can vary significantly from one training centre to another

Use of Dictionaries

The use of dictionaries, whether bilingual or monolingual, is not permitted during the tests.

SUPPORT MATERIALS

The following lists provide details of support materials that are suitable for the Junior English Test (JET) versions of the JETSET ESOL International qualifications. The lists are provided because at the time of the publication of this syllabus, no specific teaching and learning resources (other than practice assessment materials) have been produced by EDI. EDI does, however, intend on producing teaching and learning resources in the near future that will be designed specifically to support JETSET.

Please note that some of the books on the lists below are more suitable for very young learners where as others are more suitable for slightly older young learners. Please take time to research titles thoroughly before deciding which are most suitable to recommend to your particular learners. Reference to the Junior English Test practice assessments materials is also strongly recommended. These can be downloaded via from the EDI company websites (www.ediplc.com and www.lcci.org.uk)

Dictionaries (All levels)

Cambridge Picture Dictionary Vale, D. & Mullaney, S. (1996) Cambridge University Press 9780521559973

Cambridge Essential English Dictionary (2004) University Press 9780521005371

Cambridge Learner's Dictionary (3rd Edition) (2007) Cambridge University Press 9780521681964

Longman Picture Dictionary English Ashworth, J. & Clarke, J. (1992) Longman 9780175564545

Macmillan Picture Dictionary Brown, D. (1996) Macmillan 9780333647912

Macmillan Children's Dictionary Barrowclough, Carolyn Macmillan
ISBN-13: 9780333953037
Publication Date: 2001

Oxford Children's Picture Dictionary (2nd edition) Hill, L. & Innes, C. (1997) Oxford University Press 9780194314749

Oxford Basic English Dictionary (2006) Oxford University Press 9780194317191

Oxford Essential Dictionary (2006) Oxford University Press 9780194317184

JETSET Foundation

Backpack Starter Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800143
Workbook 9781405800211
Teacher's Guide 9781405800280
Backpack Starter Audio CD 9780582856905

English Adventure Starter A Bruni, Cristiana (2005) Longman
Pupil's Book 9780582791466
Activity Book 9780582791404
Teacher's Book 9780582791497

English Adventure Starter B Bruni, Cristiana (2005) Longman
Activity Book 9780582791527
Pupil's Book 9780582791572
Teacher's Book 9780582791602

Excellent! Starter Level Bradshaw, Hadfield & Skinner (2004) Longman
Pupil's Book 9780582778313
Teacher's Guide 9780582778320
Class Cassette 9780582778337

Incredible English 1 Phillips, S et al (2006) Oxford University Press
Class Book 9780194440073
Workbook 9780194440134
Teacher's Book Pack 9780194441308
Class Audio CD 9780194440370

Join Us for English Starter Gerngross, G & Puchta, H (2006) Cambridge Uni Press
Pupil's Book 9780521679053
Activity Book 9780521679060
Language Portfolio 9780521679138
Teacher's Book 9780521679077

Macmillan English 1 Ellis, P et al (2006) Macmillan
Language Book 9781405013673
Fluency Book 9781405003650
Practice Book 9781405017152
Teacher's Guide 9781405013734
Language Book Audio CD 9781405096171
Fluency Book Audio CD 9780230022812
Grammar and Games CD-ROM 9781405017091

My Pals are Here! English 1A Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006369
Student's Book 9780462008684
Teachers Guide with Audio CD 9780462008806
Workbook 9780462008745

My Pals are Here! English 1B Ling, J & Smith, A (2006) Marshall Cavendish ELT Audio CD
9780462006376
Student's Book 9780462008981
Teachers Guide with Audio CD 9780462009070
Workbook 9780462008929

Stardust 1 Harper, K, Blair, A & Cadwallader, J (2005) Oxford University Press
Class Book 9780194303507
Teacher's Book 9780194303552
Activity Book 9780194305242
Audio CD 9780194303897

Young Learners Go - Start with English A Bates-Treloar, F & Thompson, S (2006)
Marshall Cavendish ELT
Pupil's Book 9780462008240
Class Audio CDs (2) 9780462008301
Pupil's Book 9780462008240
Teacher's Book 9780462008288
Workbook Audio CDs (2) 9780462008493

JETSET 1

Backpack 1 Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800082
Teacher's Guide 9781405800228
Workbook 9781405800150
Audio CD 9780582856899
CD-ROM 9780582893894

Backpack 2 Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800099
Teacher's Guide 9781405800235
Workbook 9781405800167
Audio CD 9780582856882
CD-ROM 9780582893887

English Adventure 1 Worrall, Anne (2005) Longman
Pupil's Book plus Picture Cards 9780582791688
Activity Book 9780582791633
Teacher's Book 9780582791718

English Adventure 2 Worrall, Anne (2005) Longman
Pupil's Book plus Picture Cards 9780582793859
Activity Book 9780582791749
Teacher's Book 9780582791800

Excellent! Level 1 Bradshaw, Hadfield & Skinner (2004) Longman
Pupil's Book 9780582778344
Teacher's Guide 9780582778375
Set of 2 Class Cassettes 9780582778368
Activity Book 9780582778351

Incredible English 2 Phillips, S et al (2007) Oxford University Press
Class Book 9780194440080
Workbook 9780194440141
Teacher's Book Pack 9780194441315
Class Audio CD 9780194440387

Join Us for English 1 Gerngross, G & Puchta, H (2006) Cambridge Uni Press
Activity Book 9780521679169
Language Portfolio 9780521679237
Pupil's Book 9780521679152
Teacher's Book 9780521679176

Join Us for English 2 Gerngross, G & Puchta, H (2006) Cambridge Uni Press
Activity Book 9780521679268
Language Portfolio 9780521679336
Pupil's Book 9780521679251
Teacher's Book 9780521679275

Macmillan English 2 Ellis, P et al (2006) Macmillan
Language Book 9781405013680
Fluency Book 9781405003667
Practice Book 9781405017169
Young Writers 9781405017190
Teacher's Guide 9781405013741
Fluency Book Audio CD (1) 9780230022836
Grammar and Games CD-ROM 9781405017107

My Pals are Here! English 2A Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006383
Student's Book 9780462008691
Teachers Guide with Audio CD 9780462008813
Workbook 9780462008752

My Pals are Here! English 2A Ling, J & Smith, B (2006) Marshall Cavendish ELT
Audio CD 9780462006390
Student's Book 9780462008998
Teachers Guide with Audio CD 9780462009087
English 2B Workbook 9780462008936

New Let's Learn English 1 Dallas, D & Pelham, L (2006) Longman
Pupils' Book 9781405820936
Teacher's Book 9781405802697
Activity Book 9781405802758
CD-ROM 9780582856622
Class Cassettes (2) 9780582856561

New Let's Learn English 2 Dallas, D & Pelham, L (2006) Longman
Pupils' Book 9781405802642
Teacher's Book 9781405802703
Activity Book 9781405802765
CD-ROM 9780582856639
Class Cassettes (2) 9780582856578

Playground 1 Thomason, J. A, (2000) Logophon Lehrmittel Verlag
Student's Book 9783922514503
Student's Book cassette 9783922514534
Teacher's Book 9783922514527
Exercise Book 9783922514510

Stardust 2 Blair, A & Cadwallader, J (2005) Oxford University Press
Activity Book 9780194303941
Audio CD 9780194303903
Class Book 9780194303514
Teacher's Book 9780194303569

Stardust 3 Blair, A & Cadwallader, J (2005) Oxford University Press
Activity Book 9780194303958
Audio CD 9780194303910
Class Book 9780194303521
Teacher's Book 9780194303576

Young Learners Go - Start with English B Bates-Treloar, F & Thompson, S (2006)
Marshall Cavendish ELT
Class Audio CDs (2) 9780462008318
Pupil's Book 9780462008257
Teacher's Book 9780462008295
Workbook Audio CDs (2) 9780462008523

JETSET 2

Backpack 3 Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800105
Audio CD 9780582856875
Workbook 9781405800174
Teacher's Guide 9781405800242

Backpack 4 Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800112
Workbook 9781405800181
Teacher's Guide 9781405800259
Audio CD 9780582856868

English Adventure 3 Hearn, Izabella (2005) Longman
Pupil's Book plus Reader 9780582791879
Activity Book 9780582791831
Teacher's Book 9780582791909
Pupil's Book 9780582778405

Excellent! Level 2 Bradshaw, Hadfield & Skinner (2004) Longman
Activity Book 9780582778412
Teacher's Guide 9780582778429
Class Cassettes 9780582778436

Incredible English 3 Phillips, S et al (2007) Oxford University Press
Class Book 9780194440097
Workbook 978-0-19-444015-8
Teacher's Book Pack 978-0-19-444021-9
Class Audio CD 978-0-19-444039-4

Join Us for English 3 Gerngross, G & Puchta, H (2006) Cambridge Uni Press
Pupil's Book 9780521679374
Activity Book 9780521679381
Language Portfolio 9780521679442
Teacher's Book 9780521679398

Macmillan English 3 Ellis, P et al (2006) Macmillan
Language Book 9781405013697
Fluency Book 9781405003674
Practice Book 9781405017176
Young Writers 9781405017206
Teacher's Guide 9781405013758

My Pals are Here! English 3A Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006413
Student's Book 9780462008707
Teachers Guide with Audio CD 9780462008820
Workbook 9780462008769

My Pals are Here! English 3B Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006420
Student's Book 9780462009001
Teachers Guide with Audio CD 9780462009094
Workbook 9780462008943

New Let's Learn English 3 Dallas, D & Pelham, L (2006) Longman
Pupils' Book 9781405802659
Teacher's Book 9781405802710
Activity Book 9781405802772
CD-ROM 9780582856646
Class Cassettes (2) 9780582856585

New Let's Learn English 4 Dallas, D & Pelham, L (2006) Longman
Pupils' Book 9781405802666
Teacher's Book 9781405802727
Activity Book 9781405802789
CD-ROM 9780582856653
Class Cassettes (2) 9780582856592

Stardust 4 Blair, A & Cadwallader, J (2006) Oxford University Press
Class Book 9780194303538
Teacher's Book 9780194303583
Activity Boo 9780194303965
Audio CD 9780194303927

Stardust 5 Blair, A & Cadwallader, J (2005) Oxford University Press
Class Book 9780194303545
Teacher's Book 9780194303590
Activity Book 9780194303972
Audio CD 9780194303934

Young Learners Go - Move with English A Bates-Treloar, F & Thompson, S_(2006)
Marshall Cavendish ELT
Pupil's Book 9780462008325
Class Audio CDs (2) 9780462008387
Teacher's Book 9780462008363
Workbook Audio CDs (2) 9780462008554

Young Learners Go - Move with English B Bates-Treloar, F & Thompson, S_(2007)
Marshall Cavendish ELT
Class Audio CDs (3) 9780462008394
Pupil's Book 9780462008332
Teacher's Book 9780462008370
Workbook Audio CDs (2) 9780462008585

JETSET 3

Backpack 5 Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800129
Teacher's Guide 9781405800266
Workbook 9781405800198
Audio CD 9780582856851

English Adventure 4 Hearn, Izabella (2005) Longman
Pupil's Book plus Reader 9780582791978
Activity Book 9780582791930
Teacher's Book 9780582793477

Excellent! Level 3 Bradshaw, Hadfield & Skinner (2004) Longman
Activity Book 9780582778474
Pupil's Book 9780582778467
Teacher's Guide 9780582778481
Set of 2 Class Cassettes 9780582778498

Join Us for English 4 Gerngross, G & Puchta, H (2006) Cambridge University Press
Activity Book 9780521679480
Language Portfolio 9780521679541
Pupil's Book 9780521679473
Teacher's Book 9780521679497

Macmillan English 4 Ellis, P et al (2007)
Language Book 9781405081252
Fluency Book 9781405081269
Practice Book 9781405081276
Teacher's Guide 9781405081283
Language Book Audio CD 9781405096201
Fluency Book Audio CD (2) 9780230022874

My Pals are Here! English 4A Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006437
Student's Book 9780462008714
Teachers Guide with Audio CD 9780462009049
Workbook 9780462008776

My Pals are Here! English 4A Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006444
Student's Book 9780462009018
Teachers Guide with Audio CD 9780462009100
Workbook 9780462008950

New Let's Learn English 5 Dallas, D & Pelham, L (2006) Longman
Activity Book 9781405802796
CD-ROM 9780582856660
Class Cassettes (2) 9780582856608
Pupils' Book 9781405802673
Teacher's Book 9781405802734

Young Learners Go - Fly with English A Bates-Treloar, F & Thompson, S (2006) Marshall Cavendish ELT
Class Audio CDs 9780462008462
Pupil's Book 9780462008400
A Teacher's Book 9780462008448
Audio CDs (2) 9780462008615

Young Learners Go - Fly with English B Bates-Treloar, F & Thompson, S (2006)
Class Audio CDs (3) 9780462008479
Pupil's Book 9780462008417
Teacher's Book 9780462008455
Workbook Audio CDs (3) 9780462008646
Class Audio CDs (3) 9780462008479

JETSET 4

Backpack 6 Herrera, M & Pinkley, D (2005) Longman
Student's Book 9781405800136
Teacher's Guide 9781405800273
Workbook 9781405800204
Audio CD 9780582856844
Language Book 9781405081313

Macmillan English 5 Ellis, P et al (2007) Macmillan
Fluency Book 9781405081320
Practice Book 9781405081337
Teacher's Guide 9781405081344

My Pals are Here! English 5A Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006451
Student's Book 9780462008721
Teachers Guide with Audio CD 9780462009056
Workbook 9780462008783

My Pals are Here! English 5B Ling, J & Smith, A (2006) Marshall Cavendish ELT
Audio CD 9780462006468
Student's Book 9780462009025
Teachers Guide with Audio CD 9780462009117
Workbook 9780462008967
Pupils' Book 9781405802680

New Let's Learn English 6 Dallas, D & Pelham, L (2006) Longman
Teacher's Book 9781405802741
Activity Book 9781405802802
CD-ROM 9780582856677
Class Cassettes (2) 9780582856615

JETSET 5

Cutting Edge Upper Intermediate Cunningham, S. & Moor, P. (1999) Longman
Student's Book 9780582325265
Workbook with Answer Key 9780582325272
Teacher's Resource Book 9780582325258
Class Audio CDs 9780582488861

Macmillan English 6 Ellis, P et al (2007) Macmillan

Language Book 9781405081375
Fluency Book 9781405081382
Practice Book 9781405081399
Teacher's Guide 9781405081405

Move Ahead 3 Ellis, Wilson & Taylor (2001) Macmillan

Student's Book 9780333789018
Workbook 9780333789025
Teacher's Book 9780333789032
Cassette 9780333789049
Grammar Practice 9780333789087

My Pals are here! English 6A Ling, J & Smith, A (2006) Marshall Cavendish ELT

Audio CD 9780462006475
Student's Book 9780462008738
Teachers Guide with Audio CD 9780462009063
Workbook 9780462008790

My Pals are here! English 6B Ling, J & Smith, A (2006) Marshall Cavendish ELT

Audio CD 9780462006482
Student's Book 9780462009032
Teachers Guide with Audio CD 9780462009124
Workbook 9780462008974

Prospects Upper Intermediate Wilson, K. & Taylor, J. (2000) Macmillan

Student's Book 9780333710531
Workbook 9780333710586
Teacher's Book 9780333710630
Cassette 9780333710685

JETSET 6

Cutting Edge Advanced Cunningham, S et al (2007) Longman

Student's Book with CD-ROM 9781405852319
Workbook with Answer Key 9780582469457
Teacher's Resource Book with Test Master CD-ROM 9781405843645
Audio CDs (2) 9780582469570

Move Ahead Plus Ellis, P et al (2004) Macmillan

Student's Book 9781405018630
Teacher's Book 9781405018654
Workbook 9781405018647
Grammar Practice Book 9781405018661

Prospects Advanced Wilson, K. & Taylor, J. (2001) Macmillan
Student's Book 9780333710548
Workbook 9780333710593
Teacher's Book 9780333710647
Cassette 9780333710692

Prospects Super Advanced Wilson, K (2002) Macmillan
Student Book 9781405003780
Workbook 9781405003803
Teacher's Book 9781405003797
Cassette 9781405003810

Quick Smart English Advanced Forget, M (2006) Brookemead ELT
Combined Student's Book & Workbook with Student's DVD 9781905248001
Teacher's Guide 9781905248018
Teacher's DVD 9781905248025

SUMMARY OF SUBJECT CONTENT

For each of the levels forming this suite, the assessment tasks will be based on material grouped under the following headings:

- Communicative Functions and associated language examples.
- Grammatical/ Linguistic structures.
- Vocabulary lists. These lists are presented according to topic and theme for JETSET Foundation, 1, 2, 3 and 4. There are no prescribed vocabulary lists for JETSET 5 and 6. ***It is important to note that these vocabulary lists are not definitive but represent the core of vocabulary used in the JET SET Examination Suite.*** The lists are progressive and as such, learners will be expected to be familiar with the vocabulary contained in levels preceding the level being sat.

JETSET FOUNDATION

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
about age**

How old are you? I'm ...
How old is Leila? She's...

**Ask and answer questions
about clothes**

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.

Express thanks

Thank you/Thanks

Make suggestions

Let's sit down.

**Ask and answer questions
about number**

How many pencils are there?
I've got two books.
There are seven cows.

**Ask and answer questions
About possession**

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?

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

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.

**Understand social
utterances/exclamations**

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 'to be'	Positive, negative + interrogative forms of verbs , '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

JETSET 1

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

Thank you/thanks.
That's OK.

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 negatively to questions

Yes, I am
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

Present Continuous positive, negative + interrogative forms of verb

Imperatives e.g. Listen to me! receptive use only

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

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

JETSET 2

Communicative Functions

Language/Examples

Ask and answer questions about where people and animals live / give simple directions

Excuse me. Where is the bus station?
Where do you live?
Which town do you live in?
Which building? The one on the right.
Is it near the school?
What's your address?
I live at number 46.
How do I get to your house?
Go straight on, then turn first left.
It's opposite the park.
Please show me on the map.
He lives five kilometres from the school.
Hippos live in Africa.

Identify others

Guess who this is?*

Guess who was there!

(* receptive only)

Ask and answer questions about nationality (of people) and country of origin (of objects)

Where's he / this from?
He's from England.
Are they Italian? No they're Spanish.
Lions come from Africa.
Where do you come from?
What nationality is he?

Ask and answer questions about age

I'm older than my sister.
I'm the oldest.
I'm nearly nine.
I was ten last week.
When is your birthday?
My birthday is in February.

Ask and answer questions about location / relative position

Which room is it in?
The room above / below.
Is the sofa by the door?
What's next to/ near the table?
They're on the top / bottom shelf.
It's in front of / behind the wardrobe.
Where do you do your homework?

Ask and answer questions about basic wants/offering items and help; ask permission and about possibility

What do you want?
Do you want an orange?
I want an apple.
Here you are.
Anything else?
Can I help you?
Can I have this one?
Can I borrow your pen?
No, you can't.
I want to go home.
Do you want to go?
Can we buy lemonade there?

Talk about possession

It's mine (yours, his, hers, ours, theirs)
That's not his.

Ask and answer questions about likes and dislikes

Do you like tea?
Does he like chocolate?
No, he doesn't.
What does she like?
He doesn't like rice.
Who likes ice-cream?
Everyone likes pizza.
I don't like biscuits.
I love chocolate.
I hate cabbage.
What's your favourite?
My favourite food is pasta.
I like playing football.
I like swimming.
I like to swim.
She doesn't like swimming.
We don't like doing homework.

Ask and answer questions about ability

I can jump.
Can you sing?
Who can swim?
Can Naseem climb a tree?
He can run, but he can't swim.
I do ... best.

Describe physical states

She is happy.
It's hot.

Describe and ask questions about what people are doing

They're reading.
She's cleaning her teeth.
What are they doing now?*

She isn't getting dressed*
Is she drinking ...?*What's he doing?*

(* receptive only)

Ask and answer questions about time. Tell the time. Talk about months / seasons / dates

What's the time? What time is it?
(It's) quarter to six
It's quarter past seven.
It's nearly half past eight.
It's four o'clock.
It is March 10.
It is summer.

Talk about TV / cinema / theatre

Which channel is it on?
What's on TV tonight?
What's on Channel 1 at six o'clock?
At half past seven there's a good programme.
Which programme did you watch?
What page is Tuesday's TV on?
What kind of programme is "The World Today"?

Ask questions and make statements about habitual actions / frequency of carrying out actions

Do you always walk to school?
I never clean the windows.
She sometimes does the washing up.
When does he have maths?
What do you do on Sundays?
I go to school in the morning.
What kind of food does a cat eat?
What does a cat do?

Make simple comparisons

It's faster than a bike.
A lorry is bigger than a car.
He's the smallest.
Giraffes are the tallest animals.
The big one.
The small ones.
The big one, not the small one.

Extend and reply to invitations

Can you come to my barbeque?
Thank you for the invitation.

Ask how words are spelt

How do you spell "shoe"?
Can you spell it, please?

**Ask what something means
Give and understand advice / warning**

What does this mean?
(Be) Careful!
Stop!
Don't go there.
Look / watch out!
It's dangerous.
Watch out for

Understand and answer

Was it fun?

questions about past events

Were you sad?
They weren't afraid.
Where were you at eight o'clock last Saturday?
I wasn't at home.
What was on TV last night?
What time was it on?
I watched TV last night.
I went to the zoo.
I saw a film.
Did you watch it?*I didn't see a film*
He didn't watch TV last night*
What did you do yesterday?*(* receptive only)

Ask and answer questions about quantity

I want some chocolate.
There's more pasta here.
Do you want some more?
I've got lots of friends.
I've only got one.
Have you (got) any newspapers?

Give and follow instructions

Put in order
Give the opposite
Find the mistakes
Use these words

Say and write the letters of the alphabet

JETSET 2 (cont.)

Grammar Points

Modal	can / can't – ability, permission and possibility
Possessive adjectives	my, your etc
Possessive pronouns	mine, yours etc
Quantity	some, any for countable and uncountable nouns
Comparison	comparative (-er), superlative (the –est)
Adverbs of Frequency	always, never, sometimes etc

Tense / Verb forms

Present Simple	positive, negative + interrogative forms using do, don't, doesn't function: habitual actions and future plans
Present Continuous	positive form required in response to - "What's s/he doing?" function: present activity / future action receptive use only of negative and interrogative forms
Past Simple	required in positive form only: common regular – ed forms irregular forms: - was and were / had / went / ate / came / saw / made / took / gave /lost

Punctuation

Capitals for	proper nouns; days, months, names, places nationality (adjectives / nouns) first person beginning of sentence
Question mark, full stop	? .

JETSET 2 (cont.)

Thematic Vocabulary List

Numbers – fifty to one hundred

AT HOME

armchair
bathroom
bin
blanket
bowl
brush
chimney
dining room
dish
flat (apartment)
fork
glass (window)
jug
knife
milk jug
newspaper
pan
photo / photograph
post (v)
pot
saucer
shower
soap
spoon
stamp (n)
teapot
toilet
toothpaste
towel
wardrobe
washing up (do the)

AT PLAY

bat
bingo
careful(ly)
cassette
channel (TV)
comic
competition
envelope
event
fence
field
gift
group
headphones
hole
invitation
jigsaw
magic
mud
music
news
noise
painting
pirate
plant
puzzle
ride
sand-castle
show (TV)
sledge (n + v)
smile
snowball
snowman
sport(s)
table tennis
treasure
trick
video

AT SCHOOL

art/artist
badge
card
chart
exercise (school work)
exercise book
glue
half
homework
ink
letter (write a)
librarian
line
mark (n + v)
mathematics / maths
mistake (n)
notebook
playground
poster
pupils
satchel
seat
spell (v)
spelling
test
triangle

MONTHS & SEASONS

month
January
February
March
April
May
June
July
August
September
October
November
December
season
spring
summer
autumn
winter

JETSET 2 (cont.)

COUNTRIES, CITIES & NATIONALITIES

Africa/African
America/ American (USA)
Asia/Asian
Australia / Australian
Canada / Canadian
China / Chinese
country(side)
England / English
Europe / European
France / French
Germany / German
Great Britain / British
Greece / Greek
India / Indian
Inuit
Ireland / Irish
Italy / Italian
Japan / Japanese
language
London
nationality
Scotland / Scottish
Spain / Spanish
Wales / Welsh
world(wide)

WEATHER

rain (rainy) (raining)
snow (snowy) (snowing)

CLOTHES

apron
helmet
overcoat
pair of ...
pullover
pyjamas
raincoat
sleeve
tights

PEOPLE

dancer
everybody
leader
painter
postman / woman
somebody
someone
thief

PARTS OF THE BODY

back
beard
cheek
knee
moustache
shoulders
thumb
tooth / teeth

ANIMALS

bear
bee
calf
camel
donkey
fox
frog
giraffe
goat
goose / geese
gorilla
hen
hippo(potamus)
kangaroo
lamb
monkey
owl
panda
parrot
pony
seagull
sheep
spider
whale
wild(life)
wing
zebra

FOOD & DRINK

barbeque
beans
beef
bun
butter
cabbage
cauliflower
celery
cherry
cocoa
coconut
cookery
cornflakes
cream
cucumber
dessert
grape(s)
gum
hamburger
honey
hot dogs
juice
lemon
lettuce
loaf (ves)
meal
melon
nut(s)
onion
pancakes
pasta
peanut
pear
picnic
pizza
restaurant
roast
salad
salt / pepper
sausage(s)
snack
soup
steak
strawberry
sweet (adj)
toast
vegetable(s)

JETSET 2 (cont.)

PLACES TO GO

bank
beach
building
castle
city
cost
exhibition
jungle
library
market
mountain
museum
play (i.e. theatre)
post office
pound (£)
safari park
sign
snack -bar
theatre
ticket
town
trip (go on a)

TIME

after
always
early
holiday
immediately
minute
never
o'clock
once
quarter
sometimes
soon
time
weekday
weekend
when (what time?)
yesterday

LOCATION / DIRECTIONS

address
before
below
centre
close (near)
immediately opposite
inside / outside
kilometre
map
on the corner of
on top of
opposite
overhead
past
plan
street

POSSESSION

hers
mine
ours
theirs
yours

GRAMMATICAL WORDS

also
any
as
because
capital (city and letter)
each
everything
if
kind (type)
mean (meaning)
near
nearly
nothing
other
really
something
than
thing
until

SOCIAL

Anything else?
Come back
Excuse me!
Of course
Quick ! (be quick!)
Really!

ADJECTIVES

angry
awake / asleep
both
careless
danger(ous)
false
fast / slow(ly)
friendly
full
greedy
horrible / horrid
lazy
lost
lovely
new
nice
open / shut
rich / poor
safe
same
special
still
sweet (taste)
thick
unhappy
warm
well / ill

FAMILY / RELATIONS

aunt / auntie
niece / nephew
parents
son / daughter
uncle

JETSET 2 (cont.)

VERBS

begin
blow
borrow
break
brush
build
buy
can
clap
climb
comb
come
come back
cook
cross
cross out
cry
dance
describe
dry
end
fall
finish
follow
forget
get into (car)
get out of
get to
hate
hear
hit
hold
knock
laugh
lay (eggs)
listen
lose
love
mark
mix
move
pick up
plant
post
push / pull
put
remember
ring (phone)
saw (n + v)
see

sell
shout
show
(go) skating
(go) ski-ing
skip
sledge
speak
spell
steal
step
study
take
take off
tell (x to)
think
throw
touch
trace
try
turn (left/right)
use
visit
wait
wake up
walk
wash
wave (goodbye)
went
wear
will

RUBRIC AND COMMAND WORDS

Choose
Complete
Cross
Cut
Fill in the spaces
Find
Fold
Hurry
Label
Put in order
Say which
Tell me/him
Use

JETSET 3

Communicative Functions

Language/Examples

Ask and answer questions about the day and date

What day is it today?
What's the date today?
Tuesday the fifteenth of June.
What day were you born?
I was born on the eighteenth of August, nineteen ninety eight.
In 2001. In 1976. 10 August 2007

Talk about time (including diaries, timetables, programme listings)

What time does the train leave?
Which programme are you going to watch?
Excuse me. Can you tell me the time?
Tuesday 10 a.m.: go to the dentist.

Ask and answer questions about duration of activities

How long does it take to walk home?
It takes fifteen minutes.
How long did the film last?

Describe and ask what people are /were doing

They're not / they aren't watching TV.
What was he doing?
The man was looking through the window.
She wasn't reading.
They are all eating chips.
What were you doing at eight o'clock?
I was reading a book when he phoned.
What were you doing when the accident happened?

Talk about past habits

I used to watch a lot of television.
Did she use to live in Australia?*They didn't use to have TV*
(* = receptive use only)

Talk about past events, including narration and description of past scenes / events and of specific actions at specific times

What did you do on Sunday?
Did the team win?
When was the film?
What time did the bus leave?
Did you see the film?
They didn't see it.
Then they ran home.
Suddenly, it stopped.
I didn't watch TV last night.
What happened?
How did it happen?
I went there in 1992 / two years ago.
We lived in London for two years.

Refer to past personal experiences which are relevant to the present

I've lost my ticket.
Where have you been? *
What's happened? *
He's broken his arm. *
I haven't seen him today.
(* = receptive use only)

Talk about future plans, intentions, arrangements, possibilities

We leave next week.
Are you coming too?
Can we buy lunch there?
No, I can't come.
I want to be an engineer.
What do you think will happen?
We are leaving tomorrow.
What is she going to do?
When are you going on holiday?

Express conditions – future possibilities

If you see him, don't speak.
If it rains, we'll stay at home.
If they come, she'll bring a pizza.

Express obligation, no obligation and prohibition (rules)

We have to wear a school uniform.
You mustn't walk on the grass.
They don't have to go with us.

Identify and describe objects

It's lighter than that one.
I want the one on the left.
What is it made of?
It's made of silk.
What kind of shoes did you buy?

Make simple comparisons

A zebra is like a horse.
What's the difference between?
Liana's taller/more intelligent than Pia..
He's the kindest and most generous person.

JETSET 3 (cont.)

Give simple descriptions in terms of the senses

It smells, sounds, feels like ...
What does it taste like?
It smells like fish.
It felt like

Talk about number, amount and negative quantity

It costs £100.
How many do you want?
How much did you lose?
He hasn't many friends.
Just add a little salt.
We had some last week but we haven't got any left.

Ask and answer questions about eating out / shopping

What do you want to drink?
Where can I buy ... ?
How much are the chocolates?
Will you help me, please?
Please show me ...
That's much too expensive.
How much do they cost?
I'll take that one.
Can I see the menu, please?
I haven't got enough money.

Report what people say

He say's it's OK.
She says "No".
He said "Hello".
He told us about his grandfather.

Describe the daily weather

What's the weather like?
What was the weather like yesterday?
It was hot and sunny.
They say it will rain tomorrow.
Today is much colder than yesterday.

Ask for and give / refuse permission

Can I borrow your bike?
No, I'm sorry, you can't.
Can I have this? Of course you can.

Make suggestions

Why don't we go to the beach?
Let's have salad for dinner.
How about staying home?
Would you like to come to my house?
Shall we meet at six?

Seek confirmation of facts one already knows / is not sure about

They live in Madrid, don't they?
Joe doesn't like me, does he?
He isn't in my class, is he?
You weren't at work today, were you?
She saw him, didn't she?
There aren't any seats, are there?
They can't see me, can they?

Express opinion, certainty and doubt

I think it's horrible!
What do you think?
I don't know.
I haven't got a clue.
I'm not sure.
I've no idea.
Maybe it's true.
Perhaps it's her.

Express accusation and denial of blame

It wasn't me!
I didn't do it!
It's not fair.
It's your fault.
It was an accident.

Understand commands and remonstrances about behaviour

Don't make a noise.
Don't do that!
You can't keep it here.
I told you, 'No!'

Make simple predictions

What happens to ?
Were you right?
I think it will snow soon.
I think it's going to rain.

Talk about processes and effects

When the sun shines, snow melts.
Whenever I eat fish, I feel sick.

Express basic fears and emotions

I'm afraid of spiders.
He frightened me!
They're scared.
They look happy.
I felt sad when I heard about it.

Talk about health

How are you? What's the matter?
I've got a cold / I feel ill.
Are you better?
She didn't look well.
Joe broke his ankle yesterday.
His throat is sore.

JETSET 3 (cont.)

**Indicate geographic location /
compass direction**

The Sahara Desert is in North Africa.
Naples is a city in Italy.
It's in northern Spain.

Express agent and use

I always write with a green pen.
Use the sharp knife to cut the cake.
What do you use it for? To open this.

**Provide additional / defining
information about people, things,
animals and places**

A person who paints is an artist.
The mountains which separate Italy and France are
called The Alps.
Stand here where I can see you.
The dog that belongs to my neighbours barks a lot.

Talk about needs

In hot weather, a plant needs a lot of water.
People need air to breathe.

Give less importance to agent*

Cans are recycled.
Dogs are kept in kennels*
(* = receptive use only)

JETSET 3 (cont.)

Grammar Points

Modal verbs	must/have to for obligation, rules would for suggestions
Reason	why, because, so (= that's why)
Adverbials of time	first, then, next, when, soon, soon after, at last, suddenly, at once
Infinitive of purpose	e.g. works hard (in order) to learn
Comparison	Comparative (-er / more ... than)
Superlative	(the -est / most -)
Relative clauses (defining only)	who, that, which, where
Question Tags	positive and negative forms present / past simple only
Passive voice	receptive use only of present simple form
Zero Conditional / First Conditional	future possibilities receptive use only

Tense / Verb forms

Present Simple	all forms, including imperative function: habit, fact, eternal truth, future - for appointments
Present Continuous	all forms function: present activities, future plans, arrangements
Past Simple	all forms, including common irregular verbs in Vocabulary List function: completed action in past
Used to	productive use of positive form; receptive use only of negative and interrogative forms function: - for past habits/actions which are no longer applicable
Past Continuous	all forms function: progressive action in past
Past Continuous + Past Simple	function: was doing X when Y happened
Future simple (will + short form 'I'll')	all forms function: future predictions, statement of fact
Going to	all forms function: future plans/ intentions and immediate predictions
Present Perfect Simple	all forms: receptive use only function: past personal experiences relevant to the present

JETSET 3 (cont.)

Thematic Vocabulary List

Numbers – one hundred to one thousand

AT SCHOOL

attention
chemistry
dictionary
error
examination
grammar
headmaster/mistress
history / historical
information
instruction
interested in
interests / interesting
message
note(s)
problem
result
revise / revision
rule(s)
science / scientist
vocabulary

AT HOME

carpet
cooker
electric(al) / electricity
freezer
heater
household
kettle
rubbish
stereo
switch (n)

OUTER SPACE

aliens
rocket
satellite

TRAVEL / HOLIDAYS

abroad
airport
by air
by rail
camera
driver
equipment
flight
foreign
helicopter
island
luggage
passenger
passport
pilot
postcard
puncture
sleeping bag
speed
station (bus, train, fire)
stewardess
suitcase
sunburn
ticket
timetable
tourist
travel/traveller
tyre

AT THE OFFICE

appointment
business(man)
job
journalist
mail
office
on the phone
report / reporter
secretary
typewriter
typist

HEALTH / MEDICINE

accident
ambulance
ankle
aspirin
bandage (n + v)
better (cured)
blood
born
brain
breathe
chest (body)
cold
cough
dentist
die
doctor
ear-ache
emergency
fault (my fault)
fever
fitness
flu
headache
health/healthy
heart
hospital
injury / injured
medicine
nurse
pain(ful)
pill
senses (sight, etc)
service(s)
sore
stomach
throat
tongue
toothache

CRIME

arrest
 burglar
 clue
 crime/criminal
 detective
 finger prints
 handcuffs
 jail
 law
 lie (n)
 missing
 murder
 owner
 prison
 public
 report (n)
 rob
 situation
 truth

DIRECTIONS

ahead
 backwards
 beyond
 compass
 direct/direction
 east(ern)
 far
 middle
 north(ern)
 off
 round/around
 south(ern)
 through(out)
 towards
 west(ern)

WEATHER

fair
 fog(gy)
 forecast
 frost
 snowstorm
 storm(y)
 temperature
 thunder(storm)

FASHION / CLOTHING

clothing
 dressing gown
 fashion
 handbag
 jewellery
 silk
 sweatshirt
 tracksuit
 trainers (shoes)
 wool

**JOBS / PEOPLE/
RELATIONSHIPS**

adult
 builder
 butcher
 characters
 chef
 club
 conversation
 crowd
 electrician
 engineer
 female
 fireman
 foreigner
 guard
 human
 male
 mechanic
 model
 people
 person
 queue
 relative
 soldier
 speaker
 teenager
 voice
 workman
 writer

EMOTIONS / FEELINGS

advice
 anger
 bored
 fear
 feeling
 opinion
 scared
 serious
 surprised
 worried

URBAN ENVIRONMENT

area
 automatic
 bridge
 communication(s)
 design(s)
 engines
 entrance
 flag
 local
 machine
 path
 pavement
 rail
 roundabout
 square (in town)
 technology
 traffic
 traffic lights
 van
 village
 zebra crossing

NUMBER

double
 fifth
 fourth
 second
 sixth
 third
 thousand
 twice

NATURE

air
cliff
desert
dinosaur
dolphin
earth
earthquake
environment
feather(s)
forest
geography
hole
hut
insect
lake
mosquito
natural
ocean
outdoors
penguin
planet
poison(ous)
pollute / pollution
prehistoric
pyramids
river
rock
safari (on)
salty
sandy
scales (fish)
shade
silence
space
stone(s)
sunrise
sunset
survival
view
volcano
wolf

TIME / MEASUREMENT

about (approximately)
afterwards
ago
already
amount
as soon as
at least
at once
century
daily
date (e.g. 12 June)
daytime
fortnight
future
midday
midnight
mile
millions
moment
regular
thermometer
whenever

COMPARISON

better
both
difference
enough
equal
faster
few / fewer / fewest
half-full
half-way
less
like (similar)
lower / est
part
similar
whole
worse / worst

SOCIAL

Enjoy yourself!
Keep still
Nothing important!
Of course
Pardon?
Sorry to trouble you
Welcome
What's the matter?
Who else?

ENTERTAINMENT

actor / actress
audience
band
festival
film star
fireworks
guitar / guitarist
instrument
joke
laughter
microphone
mobile phone
musician
orchestra(l)
perform(er)
performance
pop-singer
rhythm
science fiction
series (TV)
singer
stage
team
tent
theme

FOOD / EATING OUT / SHOPPING

bill (n)
bit (of)
cash
cheap / expensive
counter for
curry
exit
extra
flask (Thermos)
free (no charge)
menu
pudding
sale (n)
sale (for/on)

RUBRIC / COMMAND WORDS

Makes notes about
Talk about
What happened?

GRAMMATICAL WORDS / PHRASES

almost
along
another
as well as
chance (by)
due to
ever
final / finally
for (2 weeks etc)
free (to do)
herself
himself
in a hurry
in brackets
in danger
in order to
in the end
in time
itself
just
lot of
maybe
meanwhile
myself
on fire
ourselves
over (over fifty)
over (fly over)
perhaps
plenty
possible
probably
properly
recent(ly)
still (*adv*)
such as
sudden(ly)
themselves
type (kind of)
way (method)
why
yourself / yourselves

ADJECTIVES

able
alone
aloud
ancient / modern
available
boring
crazy
deep
delicious
difficult
elder / eldest
empty
enormous / tiny
exciting
extinct
fair (it's not fair)
famous
fast food
foolish
funny (strange)
gentle
hard / soft
helpful
important
large
light / heavy
loud
lucky
mad
mean / generous
musical
noisy
perfect
plain
polite
popular
real
scientific
silent
simple
smart
special
sticky
strange
strong / weak
true/ false
upside down
urgent
useful

VERBS

(plus past tense forms, of verbs
in lists for all previous levels)

act
advise
agree
argue
arrive
attend
bandage
beat
become
behave
bend
bit
blame
bleed
block
book
boil
burn (n + v)
camping (go)
cancel
carry on (continue)
cause (ing)
change
check
collect / collection
control
cost (n + v)
cover (n + v)
crash
decide
delay (n + v)
develop
die out
dig
disappear(ance)
display
dream
drive
earn
enter
erupt
experiment (n + v)
fail
feed
feel
fight (n + v)
fill in (form)
find out

fishing (go)
fix
freeze
frighten
get (become)
get it right (do it correctly)
get some (buy)
get to (arrive)
grow
grow up
guide
hang
happen
hope
hurt
include
increase
interview (n +v)
invent
invite
is being
join
keep
keep away (from)
keep off
kill / was killed
knock down
last (duration)
lay
lead (n + v)
leave
leave out
lend
lie (to tell a lie)
lift
look after
look like
look up in
may
melt
mend
miss (v)
need (n + v)
notice (n + v)
order
own
pass
pay
place (n + v)
pour
prefer
pretend
promise

put out (fire)
re-cycle
reach (arrive)
refuse
relax
rescue
return
row
rush
save
score (n + v)
scream (n + v)
search
send
serve
shake
share
shine
shiver
shock (n + v)
shoot
sink
slip
slow down
smell
sound (n + v)
spill
spread
stick (n + v)
sting
swallow
sweep
switch on/ off
sure
take place
taste
tear
tell (a lie/ the truth)
translate
turn down (volume)
turn off / on
type
understand
warn
waste (n + v)
water-ski
whisper
win

JETSET 4

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 ...

JETSET 5

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

Express probable / improbable future result

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

Give instructions

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

Give less importance to agent

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?

Express preference

I'd rather stay in tonight

Ask for something to be done

Would you post this for me, please?
Could you open the window a little?
Could you do me a favour? I need ...

Politely offer help and reply appropriately

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?

Give and ask permission for something

It is OK to cross this field?
Of course you can

Give and ask permission for something / Refuse politely

Could / may I borrow your torch?
I'm sorry, but I'm using it myself

Express obligation, force and necessity

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

JETSET 6

Communicative Functions

Language/Examples

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)

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.

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

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

Signify that something happens too often/indicate mild annoyance

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

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

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?

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

Imagine the present consequences of events that didn't happen

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?

Express regret

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

Education Development International
International House
Siskin Parkway East
Middlemarch Business Park
Coventry CV3 4PE

For further information contact us on
Tel: +44 (0) 8707 202 909
Email: customerservice@ediplc.com
or visit www.ediplc.com

