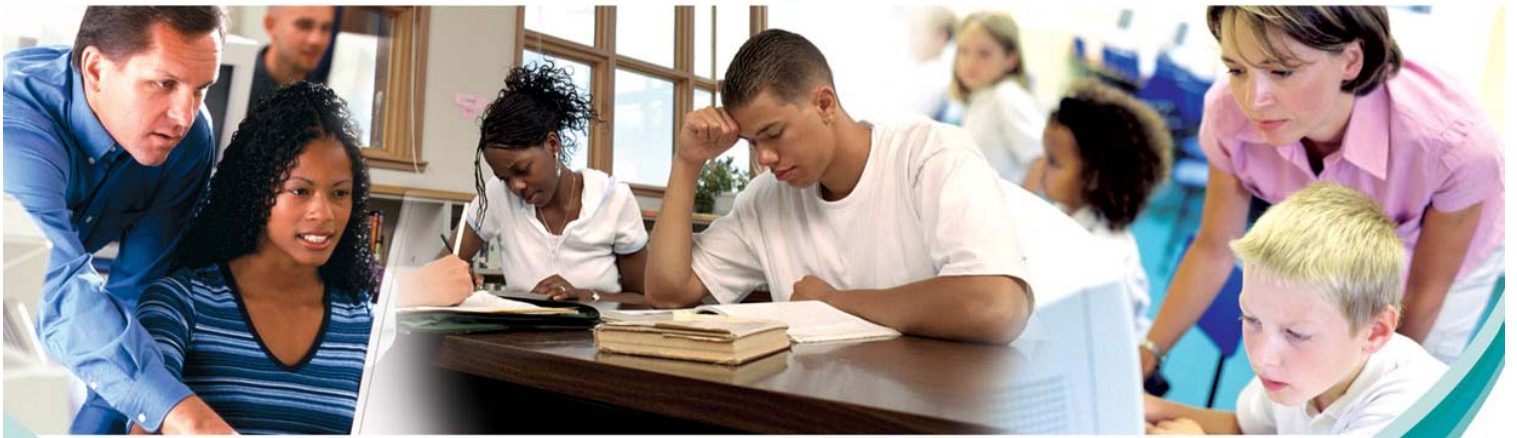


Certificate in English Language Skills

JET SET



Specification

Effective from: 1 October 2006

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.

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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.

JET SET Certificates in English Language Skills

The JET SET Certificates in English Language Skills are a suite of skills based English language qualifications intended for those candidates whose first language is not English. The qualifications 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 "Independent User", at around age 16. 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, 5 Junior English Tests (JET) and 2 Senior English Tests.

JET SET Levels	Common European Framework CEF	NQF / A Language in Common (QCA 2000)
SET 2 (ASE 0426)	C1 Effective Operational Proficiency	NQF Level 2
SET 1 (ASE 0425)	B2 Vantage	NQF Level 1
JET 4 (ASE 0424)	B1 Threshold	Entry Level 3
JET 3 (ASE 0423)	A2 Waystage	Entry Level 2
JET 2 (ASE 0422)	A1 Breakthrough	Entry Level 1
JET 1 (ASE 0421)	<i>Below scale</i>	Pre-Entry / EAL Step 2
JET Foundation (ASE 0420)		Pre-Entry / EAL Step 1

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

Each level consists of 2 mandatory components (Listening comprehension test and a combined Reading and Writing test) and one optional component (Speaking test).

Each of the JET SET levels is free-standing and separately certificated. Percentage marks achieved in each of the skills components are reported on the certificate. This has been found to give encouragement, particularly to early learners.

At JET levels 2, 3 and 4 and SET levels 1 and 2, 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 above. JET Foundation level and JET level 1 are considered below the CEF scale.

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 EAL (English as an Additional Language) 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.

Syllabus Topics

JET Topics to include:

At home
At school/ college
At work
Outside
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
Citizenship and knowing your rights
Appointments – e.g. dentist, doctor, school, job, crèche, library, vet

SET Topics to include:

Citizenship and knowing your rights
Entertainment
The Arts
The Environment
The Future
Health and fitness
Inventions and innovations
Jobs and education
The media
Peoples and cultures
Science and technology
Sports and recreation
Travel and tourism
The World around us

Distinctive features of the JET SET Suite

- Carefully controlled introduction of new grammatical structures and their communicative functions
- Tasks, activities and vocabulary matched to the conceptual level of the target group
- Test-types which reflect the cognitive maturity of the target group
- Recurrence of test types throughout the suite, giving the candidate confidence in tackling them
- The use, wherever possible, of a story-line, theme, and characters as a thread running through the test papers
- Reinforcement in each Unit of previously acquired knowledge, skills and understanding
- Careful attention to conventions such as layout and font, to guide candidates through the papers and assist their understanding of rubrics
- Judicious use of artwork, particularly to assist with comprehending what might be unfamiliar.

STRUCTURE OF THE JET SET ASSESSMENT COMPONENTS

JET Foundation Level Assessment Components

Reading 1 hour
 50 marks

The paper consists of a number of short parts/tasks, and tests recognition of individual lexis and grammatical forms. Non-verbal methods of providing a response are offered. Picture cues and multiple choice feature largely in testing at this level.

The tasks and test-types 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; locating the position of named objects on a picture; ticking a box beneath a picture to indicate understanding of brief classroom instructions and simple actions; following instructions to colour items in a series of pictures.

Listening up to 30 minutes
 20 marks

The test has two parts; each consists of a number of short texts of sentence length. The texts are read aloud from a script provided for the candidates' teacher. The sentences are read slowly, twice, allowing candidates time to make their response. There is a final reading to enable the candidates to check their work. Verb usage is largely restricted to the present tense of the verb "to be".

In the first part, the candidates have to indicate understanding of the main information in each of ten items by ticking a box beneath three multiple-choice options in pictorial form.

In the second part, the candidates have to respond to instructions to draw and locate objects in an outline picture, and colour in others depicted in it.

Speaking 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 EDI visiting 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 candidate responds to Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of this specification. The material for Part One is provided as a list of questions for the Assessor to draw from.

In **Part Two**, the candidate, working with the Assessor, takes part in a structured interchange, describing people or a scene, their location/ its contents and asks questions to find the differences. The material for Part Two takes the form of pictures of scenes/ people. Each candidate has a variant of the same material and establishes the differences by asking appropriate questions.

In **Part Two**, the candidates, working in pairs, take part in a structured interchange, asking questions to fill information gaps and giving information in response to the other's questions. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material and establishes the differences by asking appropriate questions.

In **Part Three**, the candidate addresses the group and answers questions put by the others; then assumes the role of a member of the audience when the other candidate addresses the group and asks questions. For Part Three, the candidates base their talk on a chosen object, or special item, and say why they like it, or they describe a chosen picture/photograph. Alternatively, Part Three can take the form of a simple conversation extended from the topic in Part Two and related to the candidate's own experiences.

JET Level 2 Assessment Components

Reading & Writing Test 1 hour
Reading – 43 marks
Writing – 43 marks

The paper consists of a number of short parts/tasks: Reading only; Writing only; integrated Reading and Writing.

The tasks and test-types include:- completing the sense in gapped sentences; comprehending short texts for detail by giving non-verbal responses (ticking boxes); deriving information on e.g. likes/dislikes given in tabulated form and inserting in verbal form into a gapped dialogue; punctuating a short text; extracting relevant information summarised in tabulated form and using this to fill gaps left in a series of questions; deducing likely events or courses of action from the same tabulated source; selecting verbs from a list (larger than the number of items in the task) to complete a series of statements; reading a short dialogue and responding to a series of questions on it; in a series of brief, gapped responses to a set of questions, inserting the required verb in its Past Simple form; short composition based on describing activities depicted in a single picture.

Listening up to 30 minutes
15 marks

The test consists of a single extended text, usually in story or narrative form. The text is read aloud from a script provided for the candidates' teacher. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is then a final reading to enable them to check their work. Some Past Simple verb forms will be used.

The candidates are required to listen for understanding of specific detail and answer fifteen questions. They give their responses in non-verbal form by selecting an appropriate picture from four multiple-choice options.

Speaking 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 EDI Visiting 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 candidate responds to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. 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 structured interchange, asking questions to find the differences, and giving information in response to the other's questions. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material and establishes the differences by asking appropriate questions.

In **Part Three**, the candidate addresses the group and answers questions put by the other candidate; then assumes the role of a member of the audience when the other candidate addresses the group and asks questions. For Part Three, the candidate bases his/her talk on a chosen object, or model, saying what is done with it, or describes a chosen picture/photograph. Alternatively, Part Three can take the form of a conversation extended from the topic in Part Two and related to the candidate's own experiences.

JET Level 3 Assessment Components

Reading & Writing Test 75 minutes
Reading – 50 marks
Writing - 50 marks

The paper consists of a number of short parts/ tasks: Reading only; Writing only; integrated Reading and Writing.

The tasks and test-types include:- reading a factual text, and completing a series of statements with specific information; comprehending specific detail in the same text and producing a non-verbal response (ticking a box); reading a dialogue and producing whole sentence answers to a set of questions; completing a form with specified information; producing the correct verb tenses in a dialogue; completing a gapped dialogue by producing suggestions for a particular course of action; using picture cues to express simple, open conditions; matching verbal descriptions to corresponding pictures; reading a longer factual passage and selecting (from three options offered) the appropriate items of grammar required; selecting specific information presented in tabulated form to fill in gaps left in a text; producing appropriate question tags in a dialogue; composition based on a letter relating past experiences. (Several small pictures provide suggestions for content.)

Listening up to 30 minutes
30 marks

The test consists of a single extended passage with a three-part structure based on a common scenario. Each part introduces thematically linked but distinct topic areas. The language is in the semi-formal register of e.g. a radio broadcast or a guide speaking to tourists. The text is read aloud from a script provided for the candidates' teacher. The candidates are allowed three minutes to read through the questions. Each part is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading of the whole passage to enable the candidates to check their work.

The candidates respond to the questions on specific detail in Part One by ticking true/false boxes; by circling four open multiple choice statements in Part Two; by filling gaps in statements with a single word or number in Part Three.

Speaking 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 EDI Visiting 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 candidate responds to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. 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 structured interchange, asking questions to fill information gaps and giving information in response to the other's questions. 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 and establishes the differences by asking appropriate questions and then completes the story.

In **Part Three**, the candidate addresses the group and answers questions put by the other candidate; then assumes the role of a member of the audience when the other candidate addresses the group and asks questions. For Part Three, the candidate will have chosen a hobby or game to describe/explain, as the basis for the talk to the audience. Alternatively, Part Three can take the form of a conversation extended from the topic in Part Two and related to the candidate's own experiences.

JET Level 4 Assessment Components

Reading & Writing Test 80 minutes
 Reading – 50 marks
 Writing - 50 marks

The paper consists of a number of parts: Reading only; Writing only; integrated Reading and Writing.

The tasks and test-types include:- reading a factual text for comprehension of detail and providing non-verbal responses to questions (ticking boxes); expanding "note form" statements and questions into full sentences; producing appropriate "question tags" in a dialogue; cloze-type exercise on a text requiring selection from a list containing more words than items in the text; reading a text in reported speech and reproducing it as a dialogue in direct speech; selecting the appropriate grammatical item from a list (e.g. relative pronoun or preposition) to insert into a gapped text; selecting appropriate verb tense to insert in sentences (from a choice of three options) from the infinitive supplied; completing the required part of conditional sentences; changing sentences from active into passive voice; composition in the form of a letter in which you express your views. (Several small pictures provide suggestions for content.)

Listening up to 30 minutes
30 marks

The test consists of a single extended passage with a three-part structure based on a common scenario. Each part introduces thematically linked but distinct topic areas. The language is in the semi-formal register of e.g. a radio broadcast or a guide speaking to tourists. The text is read aloud from a script provided for the candidates' teacher. The candidates are allowed three minutes to read through the questions. Each part is read slowly, twice, with pauses to allow the candidates' time to write the responses. There is a final reading of the whole passage to enable them to check their work.

The candidates respond to questions on specific detail by non-verbal means (typically, identifying locations on a tourist map); by filling the gap in a series of statements with a word or number; by completing a table of data.

Speaking 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 EDI Visiting 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 candidate responds to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. 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 structured interchange, asking questions to fill information gaps and giving information in response to the other's questions. The material for Part Two takes the form of a picture depicting an incident. Each candidate has a variant of the same material and establishes the differences by asking appropriate questions.

In **Part Three**, the candidate addresses the group and answers questions put by the others; then assumes the role of a member of the audience when the others are addressing the group and asks questions. For Part Three, the candidate will have personal photographs to help them describe to the audience a recent holiday, a special event, or a place they have visited. Alternatively, Part Three can take the form of a discussion extended from the topic in Part Two and related to the candidate's own experiences.

SET Level 1 Assessment Components

Reading & Writing Test 90 minutes
Reading – 50 marks
Writing - 50 marks

The paper consists of eleven parts/tasks. Five Reading only tasks; five Writing only tasks; one Reading and Writing combined.

The tasks and test-type include:- producing the correct verb form (and tense) in a gapped dialogue (infinitive of required verb given); rendering part of the same text into indirect

speech; reading for gist a series of brief factual statements linked to a common topic and selecting (from a list) an appropriate word as a heading for each; matching words or phrases taken from the same text to their dictionary definitions (given); taking the role of one of the candidates and producing appropriate responses; re-writing sentences in a different grammatical/syntactical way, as indicated by the starter word for each; reading an extended factual text for comprehension of detail and giving non-verbal responses (ticking boxes); composition of about a paragraph length based on the topic of the same text requiring a point of view to be given; ordering a dialogue presented in jumbled form; producing appropriate words for insertion into a gapped, factual text; a composition in the form of a letter based on an abstract topic /theme in which you express your opinions, points of view and give advice. (Several small pictures provide suggestions for content.)

Listening 45 minutes
 30 marks

The test is provided on pre-recorded audio tape. Once the tape has started running, the invigilator should not pause or stop it without good reason. Candidates are allowed five minutes to read through the questions before the tape is started. The tape will announce and play each part twice. There is approximately a 20 second delay between each part. There are four parts to the test.

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, expository discourse. Candidates are asked to indicate their understanding of specific detail, key messages and gist, by various non-verbal methods such as: stating whether statements are true or false; multiple choice options; locating and identifying features on e.g. a map.

Speaking 8 minutes
 36 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 EDI Visiting 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 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, engage in an interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating and decision-making.

The material for Part Two can take the form of

either: a list (same for both candidates) requiring selection of a finite number of items and then comparing and discussing the choices made by the partner;

or: comparing two different timetables and then discussing and agreeing on a day and time to do something with the partner.

In **Part Three**, the candidate addresses the group, narrating, describing, expounding and answering questions put by the others; then assumes the role of a member of the audience when the others are addressing the group and asks questions. For Part Three, the candidate will have chosen a topic which took place in the past, such as an event, special occasion or experience, and gives facts and details about it and the consequences with an overall comment to the audience. Alternatively, Part Three can take the form of an extended discussion from the topic in Part Two and related to the candidate's own experiences and knowledge.

SET Level 2 Assessment Components

Reading & Writing Test 90 minutes
Reading – 50 marks
Writing – 50 marks

The paper consists of eleven parts/tasks. Five test Reading only; five test Writing only; one tests both Reading and Writing.

The tasks and test-types include:- producing the correct verb form (and tense) in a gapped text from the infinitive supplied; re-writing sentences in a different grammatical/ syntactical way as indicated by the starter word(s) for each; reading for gist a series of brief, factual statements linked to the same topic and selecting (from a list) an appropriate word as a heading for each; reading the same texts for comprehension of detail and producing answers; matching words and phrases taken from the same texts to their dictionary definitions (given); selecting, from three options, the required part of speech to make correct sentences; reading an extended factual text for comprehension of detail and giving non-verbal responses (ticking boxes); composition of a paragraph length based on the topic of the same text, requiring a point of view to be given; producing appropriate verbs and other parts of speech to insert into a gapped text of dialogue; supplying the verb required in common idiomatic expressions; composition in the form of an article / discussion and based on a topic or theme in which you express your opinions and develop your points of view.

Listening 45 minutes
30 marks

The test is provided on pre-recorded audio tape. Once the tape has started running, the invigilator should not pause or stop it without good reason. Candidates are allowed five minutes to read through the questions before the tape is started. The tape will announce and play each part twice. There is approximately a 20 second delay between each part. There are four parts to the test.

The tests are selected to cover a range of language registers, such as semi-colloquial (as in conversation), formal (as in expository use), and semi-formal (as in discussion or debate). Candidates are asked to indicate their grasp of key items in the passages concerned by non-verbal means such as multiple choice options, indicating whether statements about the principal messages are true, false, or hypothetical. Where a brief response is required, it can be produced in no more than a few words.

Speaking

8 minutes
36 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 EDI Visiting 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 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 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 (some differences for each candidate), 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**, the candidate addresses the group, narrating, describing, expounding, and answers questions put by the others; then assumes the role of a member of the audience when the others are addressing the group and asks questions. For Part Three, the candidate will have chosen a topic which took place in the past, such as a holiday, event, special occasion or experience, and give facts and details about it, as well as the consequences and speculations for the future, to the audience. Alternatively, Part Three can take the form of an extended discussion from the topic in Part Two and related to the candidate's own experiences and knowledge.

ASSESSMENT CRITERIA

Listening and Reading (All Levels)

The Listening tests, and the Reading element of the Reading and Writing tests, consist of a number of discrete items and will be marked according to a detailed marking scheme provided for the particular paper.

Writing (All Levels)

For many of the Writing tasks in the Reading and Writing tests throughout the Units, 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:-

JET Writing Component Descriptors

Description	Definition
Accuracy	and control of syntax, grammatical structures and tense forms, word formation and spellings
Appropriacy	and range of syntax, grammatical structures, tense forms and words/phrases ('unassembled' <u>lifting</u> restricts mark here)
Achievement	of task through content, form, length and punctuation

JET Writing Component Marking Scale – Total out of 10

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

Give 0 when the task is not attempted.

Half marks can be used. Total is rounded up to next whole number

Award +1 DISCRETIONARY MARK for evidence of an aspect of content, form or presentation **outstanding/beyond** the level being marked. The evidence should be underlined or highlighted with an asterisk in the left-hand margin on the examination paper. The asterisked +1 should be attached to the relevant criterion and listed at the end of the

breakdown of marks at the end of the text and included in the total (and the explanation of a global comment which cannot be specified at one particular point in the text).

e.g.	Ac	2	
	Ap	3	
	Ach	2.5	
	*Ac	+1	verb/tense forms beyond level and correct
	<u>Total</u>	<u>8.5</u>	(Award 9 in the given box on paper)

Penalise with up to two -1 DISCRETIONARY MARK/S where one criterion/two criteria does/do not qualify for a mark due to the evidence being **over** restricted. The asterisked -1 should be attached to the relevant criterion and listed with an explanation along with the breakdown of marks at the end of the text and included in the total.

e.g.	Ac	2	
	Ap	1	
	Ach	1	
	*Ap	-1	does not use Past tense forms
	*Ach	-1	very short
	<u>Total</u>	<u>2</u>	(Award 2 in the given box on paper)

JET Speaking Component Descriptors

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

JET Speaking Component Marking Scale

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 for JET Speaking Component

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 JET Oral 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			

Example of Comments given for JET Oral Test

Part	Score	Comments
One	2	<i>Responses appropriate and adequate. Sufficiently accurate use/range of grammar and vocabulary and errors did not impede meaning. Strong accent and misplaced word stress did not impede comprehension.</i>
Two	5	<i>Task completed with restricted content but sufficient evidence of accuracy, appropriacy/range of grammar and vocabulary. Could be understood vocally.</i>
Three	9	<i>Extensive evidence in contributions, interaction and discussion that candidate has met the requirements of the syllabus and all the descriptors at the level and there are indications of the next level.</i>

TOTAL 16/20

SET Writing Component Descriptors

Description	Definition
Accuracy	and control of syntax, grammatical structures and tense forms, word formation and spellings
Appropriacy	and range of syntax, grammatical structures, tense forms and words/phrases ('unassembled' <u>lifting</u> restricts mark here)
Achievement	of task through content, register, style, length and punctuation

SET Writing Component Marking Scale– Total out of 10

Half marks can be used at 1 and above.

Round total up to next whole number

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

Give 0 when the task is not attempted

Award +1 DISCRETIONARY MARK for evidence of an aspect of content, form or presentation **outstanding/beyond** the level being marked. The evidence should be underlined or highlighted with an asterisk in the left-hand margin on the examination paper. The asterisked +1 should be attached to the relevant criterion/criteria and listed at the end of breakdown of marks at the end of the text and included in the total (and the explanation of a global comment which cannot be specified at one particular point in the text).

e.g.

Ac	2	
Ap	3	
Ach	2.5	
*Ac	+1	verb/tense forms beyond level and correct
<u>Total</u>	<u>8.5</u>	(Award 9 in the given box on paper)

Penalise with up to two -1 DISCRETIONARY MARK/S where one criterion/two criteria does/do not qualify for a mark due to the evidence being **over** restricted. The asterisked –1 should be attached to the relevant criterion and listed with an explanation along with the breakdown of marks at the end of the text and included in the total.

e.g.

Ac	2	
Ap	1	
Ach	1	
*Ap	-1	does not use past tense forms
*Ach	-1	very short
<u>Total</u>	<u>2</u>	(Award 2 in the given box on paper)

SET Speaking Component Descriptors

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

SET Speaking Component Marking Scale

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 for SET Speaking Component

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 SET Oral Test

Descriptors	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
Totals	2	13	9
Grand Total 24/40			

Example of Comments given for SET Oral Test

Part	Score	Comments
One	2	<i>Answered most questions appropriately and accurately but limited responses (in part due to restricted vocabulary) and did not extend sufficiently.</i>
Two	13	<i>Some excellent communication skills at work to complete task satisfactorily but pronunciation impeded achievement occasionally. Accuracy, appropriacy/range of grammar and vocabulary were sufficient with indications of moving towards extensive.</i>
Three	9	<i>Adequate evidence of having met the syllabus requirements and all the descriptors at this level but comprehension impeded by some errors in use of language, vocabulary and voice.</i>

TOTAL 24/40

GUIDED LEARNING HOURS

EDI recommends that the following Guided Learning Hours (GLHs) will provide suitable course duration for an 'average' candidate at this level.

JET SET Levels	GLH's
SET 2	100+
SET 1	100+
JET 4	80-100
JET 3	80-100
JET 2	80-100
JET 1	80-100
JET Foundation	80

These figures include direct contact hours as well as other time when candidates' work is being supervised by teachers. 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

RECOMMENDED READING LIST AND SUPPORT MATERIALS

Please note that the recommended reading lists are provided on the understanding that none of the materials are specifically approved by EDI.

JET Foundation Level – Recommended Reading

CAROL SKINNER	<u>English Together, Starter Book</u> , Longman, 1993 Pupils' Book 0582 07844 X Teachers' Book 0582 07845 8 Audio Cassette 0582 08679 5
DAVID VALE	<u>Early Bird 1</u> , Cambridge, 1991 Students' Book 0 521 409 77 2 Teachers' Book 0 521 409 76 4 Class Audio Cassette 0 521 409 78 0 Home Audio Cassette 0 521 409 79 9
DALLAS & BUSHELL	<u>English Playbooks: "First Words"</u> , Longman, 1995 Playbook 962 00 1082 5
DALLAS & BUSHELL	<u>English Playbooks: "Food"</u> , Longman, 1997 Playbook 962 00 1414 6
DILYS BROWN	<u>Macmillan Picture Dictionary</u> , Macmillan, 1996 Dictionary 0 333 64791 2

- GAIL ELLIS Play it Again! Traditional Songs Rhymes and Games, Longman, 1996
Video Activity Book 0 582 29895 4
Video Guide for Teachers 0 175 57068 X
Video PAL VHS 0175 570078
Video NTSC VHS 0175 57099 X
- CATHY LAWDAY Get Set – Go! 1, Oxford University Press, 1996
Pupils' Book 0 19 435 050 9
Teachers' Book 0 19 435 052 5
Work Book 0 19 435 056 8
Audio Cassette 0 19 435 053 3
Flashcards 0 19 435 064 9
- M HERRERA SALAZAR,
TERESA ZANATTA English Parade 1, Longman, 1996
Students' Book 0 582 307 25 2
Teachers' Book 0 582 307 17 1
Work Book 0 582 307 21 X
2 Audio Cassettes 0 582 316 57 X
- Top Songs, Oxford University Press
Video PAL VHS 0 19 459 064 X
Video SECAM VHS 0 19 459 065 8
Video NTSC VHS 0 19 459 066 6
- ANNE WORRALL,
CHERYL BRADSHAW,
CORALYN BRADSHAW,
DIANA WEBSTER Excellent level 1, Longman, 2004
Activity Book 0582778352
Class Cassette 1-2 0882778360
Poster Pack 058277395
Teachers Book 0582778379
Flashcards 05812778441
- STELLA MADMENT,
LORENA ROBERTS Happy Street 1, Oxford University Press
Class Book 0-19-433833-9
Activity Book 0-19-433834-7
Teacher's Book 0-19-433835-5
Teacher's Resource Pack (Poster, Flashcards, Photocopy
Masters Book) 0-19-433837-1
Cassettes (2) 0-19-433836-3
CDs (2) 0-19-431767-6

Jet Level 1 – Recommended Reading

- JULIE ASHWORTH,H
JOHN CLARK New Stepping Stones 1, Longman, 1997
Course Book 0 582 311 27 6
Teachers' Book 0 582 311 31 4
Activity Book 0 582 311 20 9
2 Audio Cassettes 0 582 311 35 7
- JULIE ASHWORTH,
JOHN CLARK Longman Picture Dictionary, Longman, 1997
Book 0 17 556 454 X
Audio Cassette 0 17 556 548 1
- JULIE ASHWORTH,
JOHN CLARK Footsteps: Level 1, Longman, 1992
Book: "Pets", 0 00 370 786 5
Book: "Where's my Baby?", 0 17 557 125 2
- ANDREW LITTLEJOHN,
DIANA HICKS English for Schools: Starter, Cambridge, 1996
Student's Book 0 521 567 95 5
Teachers' Book 0 521 567 93 9
Work Book 0 521 567 94 7
- ANDREW WRIGHT Picture Dictionary for Young Learners, Longman, 1985
Book 0 17 556 879 0
Activity Book 0 17 556 761 1
Audio Cassette 0 17 556 880 4
- C J MOORE,
C LAIDLAW Jacaranda 1, Heinemann, 1989
Pupils' Book 0 435 285 80 7
Teachers' Book 0 435 285 98 X
Activity Book 0 435 285 81 5
Audio Cassette 0 435 285 82 3
- ANNE WORRALL,
CHERYL BRADSHAW,
CORALYN BRADSHAW,
DIANA WEBSTER Excellent level 2, Longman, 2004
Activity Book 0582778417
Excellent 1-2 Flashcards 0582778441
Excellent 2 Class Cassette 1-2 0582778433
Excellent 2 Poster Pack 058277845 X
Excellent 2 Pupils Book 0582778409
Excellent 2 Teachers Book 0582778425
- DEREK STRANGE Chatterbox 1, Oxford University Press, 1989
Pupil's Book 0 19 432 431 1
Teachers' Book 0 19 432 433 8
Activity Book 0 19 432 432 X
Audio Cassette 0 19 432 434 6
- JUDY WEST Bravo! 1, Heinemann, 1993
Pupils' Book 0 435 291 91 2
Teachers' Book 0 435 291 92 0
Activity Book 0 435 291 90 4
Audio Cassette 0 435 291 93 9

- D H HOWE Start with English 1, Oxford University Press, 1990
Pupils' Book 0 19 433 630 1
Teachers' Book 0 19 433 631 X
Work Book 0 19 433 636 0
Audio Cassette 0 19 433 639 5
- D H HOWE Start with English 2, Oxford University Press, 1990
Pupils' Book 0 19 433 632 8
Teachers' Book 0 19 433 633 6
Work Book 0 19 433 637 9
Audio Cassette 0 19 433 640 9
- EAST & SLATER Rainbow 1, Macmillan, 1990
Course Book 0 333 526 77 5
Teachers' Book 0 333 531 38 8
Work Book 0 333 526 78 3
Audio Cassette 0 333 539 83 4
Flashcards 0 333 535 30 8
- D H HOWE English Today! 1, Oxford University Press, 1985
Pupils' Book 0 19 433 170 9
Teachers' Book 0 19 433 172 5
Work Book 0 19 433 171 7
Audio Cassette 0 19 433 173 3
Flashcard Pack 0 19 433 169 5
Activity Pack 0 19 433 1687
- D H HOWE English Today! 2, Oxford University Press, 1985
Pupils' Book 0 19 433 174 1
Teachers' Book 0 19 433 176 8
Work Book 0 19 433 175 X
Audio Cassette 0 19 433 177 6
- BRIAN ABBS,
ANNE WORRALL,
ANN WARD Splash! 1, Longman 1996
Pupils' Book 0 582 099 14 5
Teachers' Book 0 582 218 03 9
Activity Book 0 582 099 22 6
2 Audio Cassettes 0 582 209 87 0
- DIANE WEBSTER,
ANNE WORRALL English Today! 1, Longman, 1996
Pupils' Book 0 582 020 38 7
Teachers' Guide 0 582 020 60 3
Action Book 0 582 020 64 6
Audio Cassette 0 582 020 51 4
- STELLA MAIDMENT,
LORENA ROBERTS Happy Street 2, Oxford University Press
Class Book 0-19-433841-X
Activity Book 0-19-433842-8
Teacher's Book 0-19-433843-6
Posters 0-19-433845-2
Cassettes (2) 0-19-433844-4
CDs (2) 0-19-431768-4

- DAVID VALE Early Bird 2, Cambridge, 1991
 Students' Book 0 521 409 81 0
 Teachers' Book 0 521 409 80 2
 Class Audio Cassette 0 521 409 82 9
 Home Audio Cassette 0 521 409 83 7
- JULIE ASHWORTH,
 JOHN CLARK I Spy, Oxford University Press, 1996
 Course Book 0 19 432 078 2
 Teachers' Book 0 19 432 085 5
 Activity Book 0 19 432 079 0
 Flashcard Pack 0 19 432 082 0
 3 Audio Cassettes 0 19 432 081 0
 Poster Pack 0 19 432 083 9
- CATHERINE WRIGHT
 1995 The Old Fashioned Rules of Grammar, Ward Lock Educational,
 Work Book 0 706 23 850 8
- MADELINE McHUGH,
 G OCCHIPINTI Fanfare 1, Oxford University Press, 1993
 Class Book 0 19 432 601 2
 Teachers' Book 0 19 432 605 5
 Progress Book 0 19 432 613 6
 Flashcards 0 19 432 627 6
 Audio Cassette 0 19 432 609 8
 Teachers' Resource Audio Cassette 0 19 432 641 1
- CATHY LAWDAY Get Set – Go! 2, Oxford University Press, 1996
 Pupils' Book 0 19 435 100 9
 Teachers' Book 0 19 435 102 5
 Work Book 0 19 435 101 7
 Audio Cassette 0 19 435 103 3
- Oxford Picture Power Dictionary, Oxford University Press
 Dictionary 0 19 431 420 0
 Activity Book 0 19 435 102 5
 Audio Cassette 0 19 431 4367
- M HERRERA SALAZAR,
 TERESA ZANATTA English Parade 2, Longman, 1996
 Students' Book 0 582 307 24 4
 Teachers' Book 0 582 307 16 3
 Work Book 0 582 307 20 1
 2 Audio Cassettes 0 582 316 58 8

JET Level 2 – Recommended Reading

- JULIE ASHWORTH,
JOHN CLARK New Stepping Stones 2, Longman, 1997
Course Book 0 582 311 28 4
Teachers' Book 0 582 311 32 2
Activity Book 0 582 311 21 7
2 Audio Cassettes 0 582 311 36 5
- JULIE ASHWORTH,
JOHN CLARK Footsteps: Level 2, Longman, 1992
Book: "Playground Games", 0 00 370 788 1
Book: "Going Fishing", 0 00 370 789 X
- JUDY WEST Bravo! 2, Heinemann, 1993
Pupils' Book 0 435 291 95 5
Teachers' Book 0 435 291 96 3
Activity Book 0 435 291 94 7
Audio Cassette 0 435 291 97 1
- C J MOORE,
C LAIDLAW Jacaranda 2, Heinemann, 1989
Pupils' Book 0 435 285 83 1
Teachers' Book 0 435 285 00 5
Activity Book 0 435 285 84 X
Audio Cassette 0 435 285 85 8
- C J MOORE,
C LAIDLAW Jacaranda 3, Heinemann, 1989
Pupils' Book 0 435 285 86 6
Teachers' Book 0 435 286 01 3
Activity Book 0 435 285 87 4
Audio Cassette 0 435 285 88 2
- C BARBISANI,
L CONCARI,
M RODRIGUEZ,
J URRESTARAZU SNAP! – Stage 1, Heinemann, 1984
Course Book 0 435 288 94 6
Teachers' Book 0 435 289 08 X
Activity Book 0 435 288 93 8
Picture Cards 0 435 288 90 3
Audio Cassettes 0 435 288 91 1
- C BARBISANI,
L CONCARI,
M RODRIGUEZ,
J URRESTARAZU SNAP! – Stage 2, Heinemann, 1984
Course Book 0 435 288 96 2
Teachers' Book 0 435 288 97 0
Activity Book 0 435 288 99 7
Audio Cassettes 0 435 288 98 9
- SHELAGH RIXON TIPTOP 2, Macmillan, 1990
Course Book 0 333 534 29 8
Teachers' Book 0 333 534 30 1
Audio Cassette 0 333 553 94 2
Work Book 0 333 552 19 9
- ANNE WORRALL,
CHERYL BRADSHAW,
CORALYN BRADSHAW,
DIANA WEBSTER Excellent level 3, Longman Press, 2004
Activity Book 0582778476
Class Cassette 1-2 0582778492
Pupils Book 0582778468
Teachers Book 0582778484

EAST & SLATER	<u>Rainbow 2</u> , Macmillan, 1988 Course Book 0 333 526 79 1 Teachers' Book 0 333 531 39 6 Flashcards 0 333 535 31 6 Work Book 0 333 526 80 5 Audio Cassette 0 333 539 84 2
D H HOWE	<u>English Today! 3</u> , Oxford University Press, 1985 Pupils' Book 0 194 331 78 4 Teachers' Book 0 194 331 80 6 Work Book 0 194 331 79 2 2 Audio Cassettes 0 194 331 81 4
DEREK STRANGE	<u>Chatterbox 2</u> , Oxford University Press, 1989 Pupil's Book 0 194 324 35 4 Teachers' Book 0 194 324 37 0 Activity Book 0 194 324 36 2 Audio Cassette 0 194 324 38 9
BRIAN ABBS, ANNE WORRALL, ANN WARD	<u>Splash! Book 2</u> , Longman 1995 Pupils' Book 0 582 099 16 1 Teachers' Book 0 582 218 02 0 Activity Book 0 582 099 23 4 2 Audio Cassettes 0 582 209 84 6
ANDREW LITTLEJOHN, DIANA HICKS	<u>English for Schools: One</u> , Cambridge, 1996 Students' Book 0 521 421 69 1 Teachers' Book 0 521 421 77 2 Work Book 0 521 421 73 X
DIANA WEBSTER, ANNE WORRALL	<u>English Together 2</u> , Longman, 1996 Pupils Book 0 582 020 37 9 Teachers' Guide 0 582 020 61 1 Action Book 0 582 020 65 4 2 Audio Cassettes 0 582 020 59 X
DAVID VALE	<u>Early Bird 3</u> , Cambridge, 1991 Students' Book 0 521 407 93 1 Teachers' Book 0 521 407 90 7 Class Audio Cassette 0 521 407 96 6 Home Audio Cassette 0 521 407 99 0
CATHY LAWDAY	<u>You and Me: 2</u> , Oxford University Press, 1994 Pupils' Book 0 194 360 43 1 Teachers' Book 0 194 360 45 8 Work Book 0 194 360 44 X 2 Audio Cassettes 0 194 360 56 3
SHELAGH RIXON	<u>TIPTOP 1</u> , Macmillan, 1990 Course Book 0 333 462 52 1 Teachers' Book 0 333 462 53 X Audio Cassette 0 333 462 54 8

CATHY LAWDAY	<u>Get Set – Go! 3</u> , Oxford University Press Pupils' Book 0 19 435 104 1 Teachers' Book 0 19 435 106 8 Work Book 0 19 435 105 X Audio Cassette 0 19 435 107 6
M HERRERA SALAZAR, TERESA ZANATTA	<u>English Parade 3</u> , Longman, 1996 Students' Book 0 582 307 23 6 Teachers' Book 0 582 307 19 8 Work Book 0 582 307 15 5 2 Audio Cassettes 0 582 316 59 6
M HERRERA SALAZAR, TERESA ZANATTA	<u>English Parade 4</u> , Longman, 1996 Students' Book 0 582 307 22 8 Teachers' Book 0 582 307 14 7 Work Book 0 582 307 18 X 2 Audio Cassettes 0 582 316 60 X
MADELINE MCHUGH, S MAIDMENT	<u>Fanfare 2</u> , Oxford University Press Class Book 0 19 432 602 0 Teachers' Book 0 19 432 606 3 Progress Book 0 19 432 614 4 Audio Cassette 0 19 432 610 1 Teachers' Cassette 0 19 432 648 9 Wallcharts 0 19 432 632 2
P BAZO	<u>Fanfare 3</u> , Oxford University Press Class Book 0 19 432 603 9 Teachers' Book 0 19 432 607 1 Progress Book 0 19 432 615 2 Audio Cassette 0 19 432 611 X
	<u>Winnie the Witch</u> , Oxford University Press Story Book 0 19 431 904 0 Audio Cassette 0 19 431 907 5 Video PAL VHS 0 19 459 060 9 Video SECAM VHS 0 19 459 070 4 Video NTSC VHS 0 19 459 071 2

JET Level 3 – Recommended Reading

- C J MOORE,
C LAIDLAW Jacaranda 4, Heinemann, 1989
Pupils' Book 0 435 285 89 0
Teachers' Book 0 435 285 99 8
Activity Book 0 435 285 90 4
Audio Cassette 0 435 285 91 2
- D H HOWE English Today! 4, Oxford University Press, 1985
Pupils' Book 0 19 433 182 2
Teachers' Book 0 19 433 184 9
Work Book 0 19 433 183 0
2 Audio Cassettes 0 19 433 185 7
- J A HOLDERNESS Chatterbox 3, Oxford University Press, 1989
Pupils' Book 0 19 432 439 7
Teachers' Book 0 19 432 441 9
Activity Book 0 19 432 440 0
Audio Cassette 0 19 432 442 7
- ANDREW LITTLEJOHN,
DIANA HICKS English for Schools: Two, Cambridge, 1996
Students' Book 0 521 421 70 5
Teachers' Book 0 521 421 78 0
Work Book 0 521 421 74 8
- BRIAN ABBS,
ANNE WORRALL,
ANN WARD Splash 3, Longman 1996
Students' Book 0 582 099 18 8
Teachers' Book 0 582 239 07 9
Activity Book 0 582 099 24 2
2 Audio Cassettes 0 582 209 81 1
- BRIAN ABBS,
ANNE WORRALL,
ANN WARD Splash 4, Longman 1996
Students' Book 0 582 099 20 X
Teachers' Book 0 582 239 08 7
Activity Book 0 582 099 25 0
2 Audio Cassettes 0 582 209 78 1
- DIANA WEBSTER,
ANNE WORRALL English Together 3, Longman, 1996
Pupils Book 0 582 020 67 0
Teachers' Guide 0 582 020 62 X
Action Book 0 582 020 66 2
3 Audio Cassettes 0 582 020 49 2
- DAVID VALE Early Bird 4, Cambridge, 1992
Students' Book 0 521 407 94 X
Teachers' Book 0 521 407 91 5
Class Audio Cassette 0 521 407 97 4
Home Audio Cassette 0 521 405 912
- M HERRERA SALAZAR,
TERESA ZANATTA English Parade 5, Longman, 1996
Students' Book 0 582 311 39 X
Teachers' Book 0 582 325 24 2
Work Book 0 582 311 41 1
2 Audio Cassettes 0 582 325 17 X

BRIAN ABBS, INGRIN FREEBAIRN, CHRIS BARKER	<u>Snapshot Elementary</u> , Longman 1996 Students' Book 0 582 259000 2 Teachers' Book 0 582 25897 9 Language Booster 0 582 2598 7 Work Book 0 19 435760 0 2 Audio Cassettes 0 19 25935 5
J A HOLDERNESS	<u>Cool! 3</u> , Oxford University Press, 1998 Course Book 0 19 432040 5 Teachers' Book 0 19 432042 1 Audio Cassette 0 19 432421 4
KATE WAKEMAN, DANAE KOZANOGLU	<u>Brainwaves 2</u> , Oxford University Press, 1998 Student's Book 0 19 435900 X Work Book 0 19 435760 0 Teacher's Book 0 435902 6 2 Audio Cassettes 0 19 435903 4
RON HOLT	<u>Blue Skies 4</u> , Longman, 1998 Students' Book 0 582 33618 X Activity Book 0 582 33610 4 Teacher's Book 0 582 33604 X Audio Cassette 0 582 33624 4
RON HOLT	<u>Blue Skies 5</u> , Longman, 1999 Student's Book 0 582 33619 8 Activity Book 0 582 33611 2 Teacher's Book 0 582 33605 8 Audio Cassette 0 582 33625 2
JULIE ASHWORTH	<u>New Stepping Stones 3</u> , Longman, 1998 Course Book 0 582 31129 2 Activity Book 0 582 31122 5 Teacher's Book 0 582 31133 0 2 Audio Cassettes 0 582 31137 2
LIZ DRISCOLL	<u>Get Set – Go! 4</u> , Oxford University Press, 1998 Pupil's Book 0 19 435108 4 Teacher's Book 0 19 435110 6 Work Book 0 19 435109 2 Audio Cassette 0 19 435114 9

JET Level 4 – Recommended Reading

- KATE WAKEMAN,
DANAE KOZANOGLU Brainwaves 3, Oxford University Press, 1998
Student's Book 0 19 435904 2
Work Book 0 19 4359015 0
Teacher's Book 0 435906 9
2 Audio Cassettes 0 19 435907 7
- BEVERLEY LITTLEWOOD,
FRANCES LEMARCHAND -
- GARDEN,
KATHLEEN JULIE FLIN Jacaranda 4, Heinemann, 1989
Student's Book 0 435 285 89 0
Work Book 0 435 285 99 8
Teacher's Book 0 435 285 90 4
2 Audio Cassettes 0 435 285 91 2
- STEVE ELSWORTH,
JIM ROSE Go! 1, Longman, 1998
Student's Book 0 582 22888 3
Teacher's Resource Book 0 582 22880 8
Activity Book 0 582 22884 0
Tests 0 582 29236 0
Grammar Practice 0 582 29233 0
3 Audio Cassettes 0 582 27384 6
- RON HOLT Blue Skies 6, Longman, 1999
Student's Book 0 582 33620 1
Activity Book 0 582 33612 0
Teacher's Book 0 582 33606 6
Audio Cassette 0 582 33636 0
- LIZ DRISCOLL Get Set – Go! 5, Oxford University Press, 1998
Pupil's Book 0 19 4351157
Teacher's Book 0 19 435117 3
Work Book 0 19 435116 5
Audio Cassette 0 19 435118 1
- ALAN MCLEAN Get Set – Go! 6, Oxford University Press, 1998
Pupil's Book 0 19 435119 X
Teacher's Book 0 19 435121 1
Work Book 0 19 435122 X
Audio Cassette 0 19 435122 X
- JULIE ASHWORTH,
JOHN CLARK New Stepping Stones 4, Longman, 1998
Course Book 0 582 31130 6
Activity Book 0 582 31126 8
Teachers' Book 0 582 31134 9
2 Audio Cassettes 0 582 31138 1
- TOM HUTCHINSON New Hotline Elementary, Oxford University Press, 1998
Student's Book 0 19 435759 7
Teacher's Book 0 19 435761 9
Work Book 0 19 435760 0
2 Audio Cassettes 0 19 435762 7

<p>DAVID SPENCER, DAVID VAUGHAN</p>	<p><u>Teamwork 1</u>, Macmillan Heinemann, 1998 Students' Book 0 435 25041 8 Activity Book 0 435 25559 1 Teachers' Book 0 435 25045 0 Resource Pack 0 435 25060 4 Audio Cassette 0 435 25047 7</p>
<p>JUDY GARTON- SPRINGER PHILIP PROWSE</p>	<p><u>Shine 1</u>, Macmillan Heinemann, 1998 Students' Book 0 435 25546 0 Teacher's Book 0 435 25549 5 Activity Book 0 435 25547 9 Audio Cassette 0 435 255S0 9</p>
<p>JOHN AND LIZ SOARS</p>	<p><u>New Headway Elementary</u>, Oxford University Press, 1996 Student's Book 0 19 433992 0 Teacher's Book 0 19 433994 7</p>
<p>KEN WILSON</p>	<p><u>Prospects Beginner</u>, Macmillan Heinemann, 1999 Students' Book 0 333 71050 9 Work Book 0 333 71055 X Teacher's Book 0 33 71060 6 Audio Cassette 0 333 71 065 7</p>

SET Level 1 – Recommended Reading

M HERRERA SALAZAR TERESA ZANATTA	<u>English Parade 6</u> , Longman, 1996 Student's Book 0 582 311 40 3 Teacher's Book 0582 325 13 7 Workbook 0 582 311 42 X 2 Audio Cassettes 0582 325 18 8
MICHAEL SWAN 1992 CATHERINE WALTER	<u>The New Cambridge English Course</u> , Cambridge Uni Press, Student's Book 3 0 521 37639 4 Teacher's Book 3 0 251 37667 X Test Book 3 0 521 37671 8 Class Cassette 3 0 521 37504 5
BEVERLEY LITTLEWOOD FRANCES LEMARCHAND- GARDEN KATHLEEN JULIE FLIN	<u>Apple Pie 2</u> , Macmillan Heinemann, 1999 Student's Book 0 435 265 09 1 Workbook 0 435 265 10 5 Teacher's Book 0 435 265 11 3 2 Audio Cassettes 0 435 265 12 1
DAVID SPENCER DAVID VAUGHAN	<u>Teamwork 2</u> , Macmillan Heinemann, 1996 Student's Book 0 435 250 48 5 Workbook 0 435 250 50 7 Teacher's Book 0 435 250 49 3 Resource Pack 0 435 250 62 0 Audio Cassette 0 435 250 51 5
STEVE ELSWORTH JIM ROSE	<u>GO! 2</u> , Longman, 1998 Student's Book 0 582 228 87 5 Teacher's Resource Book 0 582 228 79 4 Activity Book 0 582 228 83 2 Grammar Practice 0 582 292 34 4 2 Audio Cassettes 0 582 273 78 1
BRIAN ABBS INGRID FREEBAIRN CHRIS BARKER	<u>Snapshot Pre-Intermediate</u> , Longman, 1999 Student's Book 0 582 259 01 0 Teacher's Book 0 582 259 05 3 Language Booster 0 582 258 99 5 2 Audio Cassettes 0 582 259 29 0 2 Audio CD's 0 582 363 65 9
JUDY GARTON- SPRENGER PHILLIP PROWSE	<u>Shine 2</u> , Macmillan Heinemann, 1999 Student's Book 0 435 255 51 7 Teacher's Book 0 435 255 54 1 Activity Book 0 435 255 52 5 Audio Cassette 0 435 255 55 X
JOHN SOARS LIZ SOARS	<u>Headway Pre-Intermediate</u> , Oxford University Press, 1998 Student's Book 0 19 435 763 5 Teacher's Book 0 19 435 765 1 Workbook 0 19 435 764 3 2 Audio Cassettes 0 19 435 766 X

BRIAN ABBS
INGRID FREEBAIRN

Discoveries 2, Longman, 1986
Student's Book 0 582 514 06 1
Teacher's Book 0 582 514 08 8
Activity Book 0 582 514 07 X
2 Audio Cassettes 0 582 514 09 6

SIMON GREENALL

Reward Elementary, Macmillan Heinemann, 1997
Student's Book 0 435 242 05 9
Practice Book (with key) 0 435 242 09 1
Practice Book (without key) 0 435 242 02 4
Teacher's Book 0 435 242 04 0
2 Audio Cassettes 0 435 242 06 7
Grammar 8 vocabulary 0 435 242 69 5

KEN WILSON
JAMES TAYLOR

Prospects Pre-Intermediate, Macmillan Heinemann, 1999
Student's Book 0 333 710 51 7
Workbook 0 333 710 56 8
Teacher's Book 0 333 710 61 4
Audio Cassette 0 333 710 66 5

SET Level 2 – Recommended Reading

JOHN SOARS LIZ SOARS	<u>Headway English Course Intermediate</u> , Oxford Uni Press, 1996 Student's Book 0 19 470 223 5 Teacher's Book 0 19 470 224 3 Workbook (without key) 0 19 470 226 X Workbook (with key) 0 19 470 225 1 2 Audio Cassettes 0 19 470 227 8
DAVID SPENCER DAVID VAUGHAN	<u>Teamwork 3</u> , Macmillan Heinemann, 1999 Student's Book 0 435 250 52 3 Workbook 0 435 250 54 X Teacher's Book 0 435 250 71 X Resource Pack 0 435 250 63 9 Audio Cassette 0 435 250 55 8
JUDY GARTON- SPRENGER PHILLIP PROWSE	<u>Shine 3</u> , Macmillan Heinemann, 1999 Student's Book 0 435 255 56 8 Teacher's Book 0 435 255 59 2 Activity Book 0 435 255 57 6 Audio Cassette 0 435 255 60 6
STEVE ELSWORTH JIM ROSE	<u>GO! 3</u> Longman, 1998 Student's Book 0 582 228 86 7 Teacher's Resource Book 0 582 228 78 6 Activity Book 0 582 228 82 4 Grammar Practice 0 582 273 79 X 2 Audio Cassettes 0 582 292 35 2
BRIAN ABBS INGRID FREEBAIRN CHRIS BARKER	<u>Snapshot Intermediate</u> , Longman, 2000 Student's Book 0 582 363 28 4 Teacher's Book 0 582 363 32 2 Language Booster 0 582 363 30 6 2 Audio Cassettes 0 582 363 29 2 2 Audio CD's 0 582 364 18 3
SIMON GREENALL	<u>Reward Pre-Intermediate</u> , Macmillan Heinemann, 1994 Student's Book 0 435 240 20 X Practice Book (with key) 0 435 240 21 8 Practice Book (without key) 0 435 240 14 5 Teacher's Book 0 435 240 22 6 2 Audio Cassettes 0 435 240 23 4 Grammar 8 vocabulary 0 435 242 70 9
BRIAN ABBS INGRID FREEBAIRN	<u>Discoveries 3</u> , Longman, 1987 Student's Book 0 582 514 34 7 Teacher's Book 0 582 514 36 3 Activity Book 0 582 514 35 5 2 Audio Cassettes 0 582 514 37 1
KEN WILSON JAMES TAYLOR	<u>Prospects Intermediate</u> , Macmillan Heinemann, 1999 Student's Book 0 333 710 52 5 Workbook 0 333 710 57 6 Teacher's Book 0 333 710 62 2 Audio Cassette 0 333 710 67 3

Support Materials (all levels)

Copies of practice papers and recordings for the Listening and Reading / Writing components of all JET and SET levels can be downloaded via the EDI websites (www.goalonline.co.uk and www.lcci.org.uk). Alternatively they are available from EDI customer services.

OTHER ISSUES

When and where tests can be sat

JET SET qualifications are available on-demand and can be ordered via the EDI exam registration system CAMPUS. Tests can only be ordered and sat through a registered EDI test centre.

Grading and Certification

The performance of the candidates is not graded. Each candidate receives a certificate on which are recorded, separately, the marks achieved in Reading, Writing, Listening and Speaking, rounded to the nearest five percent.

Re-sits

Candidates may be re-entered for a Level in any subsequent examining session, but must sit all the components for that level.

Minimum Requirements for Certification

In order to receive a certificate, candidates must submit work for assessment in all of the following:

- Reading, Writing, Listening

Use of Dictionaries

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

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
- List of vocabulary for testing purposes, presented according to topic and theme for Units up to and including JET 4.

JET Foundation Level

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 age

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

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 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

Lets 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 number**

I've got an aeroplane
This is my/your/his/her computer
This is Wael's care
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 loaction/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

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

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

JET Level 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
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

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
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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-seeK
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

PLACE TO GO

café
cinema
farm
garden
park
shop
supermarket
swimming pool
zoo

TIME

last (night)
tomorrow
tonight
watch (n)
year

LOCATION/DIRECTIONS

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

LIKES

favourite
 like
 want

QUANTITY

lots (of)
 more
 much
 some

SOCIAL

Here you are
 Oh
 Oh dear
 Right!

SIGNS

DANGER!

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

GRAMMATICAL WORDS

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

RUBRIC AND COMMAND WORDS

Ask
 Bring me ...
 Copy
 Watch

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

JET Level 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 a 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	What does this mean?
Give and understand advice / warning	(Be) Careful! Stop! Don't go there Look / watch out! It's dangerous Watch out for
Understand and answer questions about past events	Was it fun? 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?*
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	

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
<i>Present Continuous</i>	positive form required in response to - "What's s/he doing?" function: present activity / future action
Past Simple	receptive use only of negative and interrogative forms 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	? .

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

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)

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

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

JET Level 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 eighty five
In 1992. In 1876. 10 August 1998

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

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 a cat

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

**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)

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 '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

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

JET Level 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

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	<p>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)</p>
Past Perfect Simple	<p>function for reported speech - statements and commands only</p>
Used to	<p>all forms, especially with emphatic never function: for past habits / actions which are discontinued / which contrast with the present situation</p>
Differentiation of future time expressions	<p>immediate future with be about to future with will future with going to future with present continuous future with present simple</p>

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
 diary
 document
 e-mail
 fax
 headset
 internet
 keyboard
 laser
 micro-chip
 microphone
 modem
 password
 reception
 search engine
 signal
 volume control
 website
 wire

BELIEF

impossible
 incredible
 legend
 logical
 mysterious
 reputation
 satisfactory

EMOTIONS/FEELINGS

comfortable /
 uncomfortable
 glad
 marvellous
 pleased
 terrible
 upset
 wonderful

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

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

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 ...

SET Level 1

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?

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	
Reported Speech	regular and irregular forms (not) as ... as
Passive Voice	very/too/(not) enough when/as soon as
Causatives	all forms
Zero / First and Second Conditional	all tenses, simple forms
Third Conditional	all tenses, simple forms
Question Tags	productive use unchangeable past receptive use only all tenses for verbs; present tense only for modal verbs

SET Level 2

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	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
Indicate present/past action without reference to agent	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
Indicate that permission was given or refused in the past	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
Ask if permission was given in the past	Was he allowed to take his textbook into the exam? Did they let him take the test again?
Make deductions about the present / future and the past	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
Express a possible activity in progress at the moment	He must be working late They can't be having an argument He must be cooking the dinner
Express possibility/certainty	The key must have fallen behind the piano They might have stopped on the way He may not have felt well
Refer to impossibility	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

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

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

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