

Pearson LCCI JETSET Foundation

Pearson LCCI JETSET Level 1

**Pearson LCCI Entry 1 Certificate in ESOL
International (CEFR A1)**

**Pearson LCCI Entry 2 Certificate in ESOL
International (CEFR A2)**

**Pearson LCCI Entry 3 Certificate in ESOL
International (CEFR B1)**

**Pearson LCCI Level 1 Certificate in ESOL International
(CEFR B2)**

**Pearson LCCI Level 2 Certificate in ESOL International
(CEFR C1) and**

**Pearson LCCI Level 3 Certificate in ESOL International
(CEFR C2)**

Junior English Tests Version

Specification

First teaching from March 2015

Edexcel, BTEC and LCCI qualifications

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Introduction

Pearson LCCI JETSET/ESOL qualifications

Pearson LCCI JETSET/ESOL international qualifications are intended for students who are not native speakers of English and who wish to achieve a high quality, internationally recognised qualification in English that is available and recognised world-wide. The qualifications are designed to reference the descriptions of language proficiency in the Common European Framework Reference for Languages (CEFR). The levels in the CEFR have been mapped to the levels in the National Qualifications Framework for England Wales and Northern Ireland.

The Pearson LCCI JETSET/ESOL international qualifications are skills-based English language qualifications that have been designed to develop and assess a student'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 'C2 – Proficient User'. The qualifications 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,

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

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

JETSET Levels 2, 3, 4, 5, 6 and 7 qualifications have been aligned to the Common European Framework of Reference for Languages (CEFR) at levels A1, A2, B1, B2, C1 and C2 respectively. These levels have also gained accreditation from Ofqual as ESOL International Qualifications.

The most recent alignment of these levels to the CEFR was conducted through the mapping of the JETSET syllabus and sample assessment material to the Pearson General English syllabus. The mapping was initially done by professional Pearson staff and then further validated by an independent external expert. The Pearson General English syllabus, which is robustly aligned to CEFR, acts as a reference for course and test designers to ensure learning and test materials are placed more precisely on the Global Scale of English; a common scale in use across Pearson's English language products which is also robustly aligned to CEFR levels.

Overall the outcomes of the JETSET mapping show a satisfactory alignment to the CEFR.

JETSET level equivalences and accredited titles

JETSET Levels (and previous titles)	*Ofqual accredited titles	Common European Framework of Reference (CEFR) for Language Qualifications	NQF/A Language in Common (<i>Ofqual 2000</i>)
JETSET 7	Pearson LCCI Level 3 Certificate in ESOL International (CEFR C2)	C2 Mastery	NQF Level 3
JETSET 6 <i>(Previously SET 2)</i>	Pearson LCCI Level 2 Certificate in ESOL International (CEFR C1)	C1 Effective Operational Proficiency	NQF Level 2
JETSET 5 <i>(Previously SET 1)</i>	Pearson LCCI Level 1 Certificate in ESOL International (CEFR B2)	B2 Vantage	NQF Level 1
JETSET 4 <i>(Previously JET 4)</i>	Pearson LCCI Entry 3 Certificate in ESOL International (CEFR B1)	B1 Threshold	Entry Level 3
JETSET 3 <i>(Previously JET 3)</i>	Pearson LCCI Entry 2 Certificate in ESOL International (CEFR A2)	A2 Waystage	Entry Level 2
JETSET 2 <i>(Previously JET 2)</i>	Pearson LCCI Entry 1 Certificate in ESOL International (CEFR A1)	A1 Breakthrough	Entry Level 1
JETSET 1 <i>(Previously JET 1)</i>	<i>NOT ACCREDITED</i>	<i>Below A1</i>	Pre-Entry/EAL Step 2
JETSET Foundation <i>(previously JET Foundation)</i>		<i>Below scale</i>	Pre-Entry/EAL Step 1

NOTES:

CEFR/NQF equivalences drawn from *Pathways to Proficiency*, (published by DfES/Ofqual 2003)

*The Ofqual accredited titles and the JETSET level will appear on candidate certificates.

Purpose of the specification

This specification sets out:

- the objectives of the qualification
- any other qualification(s) that a student must have completed before taking the qualification
- any prior knowledge and skills that the student is required to have before taking the qualification
- any other requirements that a student must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, understanding and skills that will be assessed as part of the qualification
- the method of assessment and any associated requirements relating to it
- the criteria against which a student's level of attainment will be measured (such as assessment criteria).

Qualification aim

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.

Preparation for any of the qualifications in this suite would furnish early ESOL (English for Speakers of Other Languages) students 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 students with an awareness of the important basic grammatical structures of English and enable those operating at around UK National Curriculum Steps 1 and 2, to progress towards achieving the main levels of the National Curriculum for English, to GCSE and perhaps beyond.

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Specification at a glance

Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7

- Externally assessed

**100% of the
total
qualification**

Overview of content

The following list of topics is not definitive but includes likely examples of subject areas for the JET versions of the examinations.

Levels: Foundation, Levels 1, 2, 3, 4, 5 and 6:

1. At home
2. At school/ college
3. At work
4. Travel, transport and holidays
5. Parts of the body, health and symptoms
6. Clothes
7. People, family relations, close friends
8. Personal information
9. Jobs
10. Hobbies
11. Likes and dislikes
12. Animals
13. Food and drink
14. Shopping
15. Time and measurement
16. Numbers, prices and quantities
17. Colours
18. Places to go and entertainment
19. Days, months, seasons and weather
20. Countries, cities and nationalities
21. Social activities
12. Citizenship and knowing your rights
13. Appointments – for example dentist, doctor, school, job, crèche, library, vet

Level: 7

1. Citizenship and knowing your rights
2. Entertainment
3. The arts
4. The environment
5. The future
6. Health and fitness
7. Inventions and innovations

8. Jobs and education
9. The media
10. Peoples and cultures
11. Science and technology
12. Sports and recreation
13. Travel and tourism
14. The world around us

Overview of assessment

The Reading and Listening tests are based solely on objective, multiple choice and true/false type questions. This means that candidates will be required to record their answers on a separate multiple choice answer sheet (an OMR form). The benefits of this are that candidates are not required to write answers to tasks that are designed to test purely reading and listening skills and that the marking method will be electronic (via an optical mark reader – OMR) and hence be 100% accurate and objective.

The Writing test will consist of a combination of subjective questions that require either long or short written responses. This test will be marked by a Pearson examiner.

The assessment methodology for the Speaking test will be internally assessed with external moderation taking place.

JETSET Foundation Reading Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six short, multiple choice tasks which test recognition of individual lexis and grammatical forms. Picture cues feature heavily in testing at this level.

JETSET Foundation Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test has two parts; each consists of a number of short texts of sentence length, recorded on disc. The sentences are read slowly, twice, allowing candidates time to make their response. Verb usage is largely restricted to the present tense of the verbs 'to be' and 'to have'.

JETSET Foundation Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 1 Reading Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple choice tasks with some use of picture cues.

JETSET 1 Writing Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six writing tasks.

JETSET 1 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work. A variety of verbs in the present tense is used throughout.

JETSET 1 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 2 Reading Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple-choice tasks with some use of picture cues.

JETSET 2 Writing Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six writing tasks.

JETSET 2 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work. Some Past Simple verb forms will be used.

JETSET 2 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 3 Reading Test

- One written externally set and marked paper.
- The examination will be 75 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple-choice tasks.

JETSET 3 Writing Test

- One written externally set and marked paper.
- The examination will be 75 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six writing tasks.

JETSET 3 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work.

JETSET 3 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor, and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 4 Reading Test

- One written externally set and marked paper.
- The examination will be 80 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple-choice tasks.

JETSET 4 Writing Test

- One written externally set and marked paper.
- The examination will be 80 minutes.
- The examination will consist of 40 marks
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six writing tasks.

JETSET 4 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work.

JETSET 4 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 5 Reading Test

- One written externally set and marked paper.
- The examination will be 90 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight multiple-choice tasks.

JETSET 5 Writing Test

- One written externally set and marked paper.
- The examination will be 90 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight writing tasks.

JETSET 5 Listening Test

- One written externally set and marked paper.
- The examination will be 45 minutes.
- The examination will consist of 30 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of three parts recorded on disc. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable them to check their work.

JETSET 5 Speaking Test (optional)

- The examination will be eight minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 6 Reading Test

- One written externally set and marked paper.
- The examination will be 90 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight multiple-choice tasks.

JETSET 6 Writing Test

- One written externally set and marked paper.
- The examination will be 105 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight writing tasks.

JETSET 6 Listening Test

- One written externally set and marked paper.
- The examination will be 45 minutes.
- The examination will consist of 30 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of three parts recorded on disc. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable them to check their work.

JETSET 6 Speaking Test (optional)

- The examination will be eight minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.

JETSET 7 Reading Test

- One written externally set and marked paper.
- The examination will be 120 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight multiple-choice tasks.

JETSET 7 Writing Test

- One written externally set and marked paper.
- The examination will be 120 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight writing tasks.

JETSET 7 Listening Test

- One written externally set and marked paper.
- The examination will be 45 minutes.
- The examination will consist of 30 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of three parts recorded on disc. Candidates are expected to answer multiple-choice questions on each part. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read at normal speed, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable candidates to check their work.

JETSET 7 Speaking Test (Optional)

- The examination will be eight minutes.
- The examination will consist of 40 marks
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass
- 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 test should be with two candidates and one Assessor. The test should last about eight minutes for each candidate or 15-16 minutes in total length. There will be three parts to the test, each part to be conducted by an internal assessor where Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. The assessor must be fully competent in their own level of English in order to conduct the tests, particularly at the higher levels.

Knowledge, skills and understanding

Content

The following content must be covered to prepare students for the final assessment of this qualification.

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

- Communicative Functions and associated language examples.
- Grammatical/ Linguistic structures.
- Vocabulary lists (these can be found in *Appendices 1-5*)

JETSET FOUNDATION

1. Communicative Functions

Subject content	Language/examples
1.1 Greet people, respond to greetings, bid farewell	a) Hello. Hi! Goodbye
	d) How are you?
	e) (I'm) fine, thank you.
1.2 Express agreement/disagreement	a) OK/Okay
	b) Right/Wrong!
	c) Yes, very good/No!
	d) I don't know.
1.3 Introduce oneself and make friends	a) What's your name?
	b) I'm Shamia.
	c) My name's Juan.
	d) Are you Maria?
1.4 Introduce and identify others	a) This is Hamid.
	b) Who's this?
	c) His/Her name's Lina.
	d) She is called...
1.5 Identify objects	a) What's this/that?
	b) This is a book.
	c) They're re boats.

Subject content	Language/examples
	d) What colour is/are?
1.6 Ask and answer questions about physical characteristics and physical comfort	a) I've got brown hair.
	b) What colour are your eyes?
	c) Have you got long hair?
	d) This girl's got...
	e) Pablo is thin.
	f) Jurgen is the tallest.
	g) Grandfather is hungry/thirsty.
	h) She is not/cold.
	i) Alice is fine/ill.
1.7 Ask and answer questions about age	a) How old are you? I'm...
	b) How old is Leila? She's...
1.8 Ask and answer questions about clothes	a) This boy is/isn't wearing...
	b) Father's wearing...
	c) His shirt's red and his shoes are black.
	d) Mothers got yellow trousers.
	e) Heidi's T-shirt is green.
	f) He hasn't got a scarf.
1.9 Express thanks	a) Thank you/Thanks
1.10 Make suggestions	b) Let's sit down.
1.11 Ask and answer questions about number	a) How many pencils are there?
	b) I've got two books.
	c) There are seven cows.
1.12 Ask and answer questions about possession	a) I've got an aeroplane.
	b) This is my/your/his/her computer.
	c) This is Wael's house.
	d) Have you got an umbrella?
	e) Has Nazmir got a pet?
	f) Is that Sam's bag?
	g) Whose is this?
	h) Whose...is this?

Subject content	Language/examples
1.13 Ask and answer questions about location/relative position	a) Where's the box?
	b) (It's) on/under/in/by/behind the...
	c) There's a cat under the table.
	d) There are two rulers in the bag.
	e) The table is by the door
1.14 Understand social utterances/exclamations	a) Very good! Well done!
	b) Please/Thank you
	c) Happy Birthday!
	d) Good morning/afternoon/evening/night

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points Receptive use only	b) Word order <ul style="list-style-type: none"> • positive and interrogative
	c) Possessives <ul style="list-style-type: none"> • e.g John's
	d) Comparison <ul style="list-style-type: none"> • superlative (the...est)
	e) Plural of nouns <ul style="list-style-type: none"> • includes some irregulars (children, teeth, feet etc)
	f) Possessive adjectives <ul style="list-style-type: none"> • my, your, his, her
	g) Articles <ul style="list-style-type: none"> • a, an, the
	Subject personal pronouns <ul style="list-style-type: none"> • he, she, it etc
	Prepositions of place <ul style="list-style-type: none"> • under, on, in etc
	Wh question words <ul style="list-style-type: none"> • what, when, where etc
	Adjectives <ul style="list-style-type: none"> • colour, size etc
	2.2 Tense/Verb forms
b) Present Continuous <ul style="list-style-type: none"> • Positive, negative and interrogative form of verb, to 	

Subject content	
	wear
2.3 Punctuation	c) Imperatives <ul style="list-style-type: none"> • e.g. Listen to me! Apostrophe for possessives <ul style="list-style-type: none"> • Recognition of function only Apostrophe for omission <ul style="list-style-type: none"> • Recognition of function only
2.4 Spelling	Recognition of number <ul style="list-style-type: none"> • Words up to 50

JETSET Level 1

1. Communicative Functions

Subject content	Language/examples
1.1 Greet people, respond to greetings, bid farewell	a) Hello/Hi!
	c) Good morning/afternoon/evening.
	d) How are you?
	e) (I'm) fine, thank you.
	f) Goodbye.
	1.2 Introduce oneself and make friends
b) I'm Shamia.	
c) My name's Juan.	
d) I'm called Ali.	
e) Are you Maria?	
f) I'm not Susy, I'm Becky.	
g) We're friends.	
1.3 Introduce and identify others	a) This is Hamid/Here is Lina
	b) Her/His name's ...
	c) This is my father.
	d) She's my sister.
	e) Who's this? He's called Pablo.
	f) It's Carlos.
	g) It's my mother.
	h) Who says ...?
1.4 Identify objects	a) What's this?
	b) It's a doll.
	c) This is a robot.
	d) What are these?
	e) They're books.
	f) What colour is ...?
	g) Find ...!
	h) Which toy is it?
	i) Guess what/which it is (Receptive only)
	j) Is that a kite?
	k) Is this an aeroplane or a robot?
	l) Is that an elephant?

Subject content	Language/examples
	m) Are they boys or girls?
	n) What's that?
	o) What's this called?
1.5 Ask and answer questions about age	a) How old are you?
	b) How old is Maria?
	c) How old is your sister?
	d) I'm eight
	e) She's/he's seven years old.
	f) We're twins.
1.6 Describe people/ask and answer questions about physical characteristics	a) Her eyes are brown.
	b) Are your eyes blue or brown?
	c) What colours are these?
	d) Is this red?
	e) Who's the biggest?
	f) Who's got the longest hair?
	g) Are you short or tall?
	h) How tall is he?
	i) Is it small?
	j) Which is the smallest?
	k) Maria is the shortest.
1.7 Ask and answer questions about clothes	a) What's he wearing today?
	b) I'm wearing trousers and a shirt
	c) Are you wearing a tie?
	d) Is Sue wearing a coat?
	e) He's not wearing his shoes.
	f) Who's wearing red socks?
	g) Is Maria's skirt red?
	h) What colour's (is) Maria's blouse?
	i) Put on your coats.
1.8 Ask and answer questions about likes and preferences	a) I like cake.
	b) Do you like chocolate? (Receptive only)
	c) What's your favourite colour?
	d) My favourite toy is a football.
	e) My doll's my favourite.
	f) I like oranges best.

Subject content	Language/examples
1.9 Express and respond to thanks	a) Thank you/thanks.
	b) That's OK.
1.10 Apologise	a) Sorry.
	b) I'm sorry.
1.11 Express regret	a) Oh dear!
	b) Oh no!
1.12 Make suggestions	a) Let's go.
	b) Let's go to the shop.
1.13 Express agreement/ disagreement	a) OK/okay.
	b) Right!/Wrong!
	c) Oh Yes!
	d) Yes, very good.
1.14 Respond positively and negatively to questions	a) Yes, I am.
	b) No, you're not.
	c) Yes, he/she/it is.
	d) No, we're not.
	e) Yes, we are.
	f) Oh, yes!
	g) No, it isn't.
	h) No thanks/Thank you.
	i) Yes please.
	j) I don't know.
1.15 Ask and answer questions about number	a) How many?
	b) How many are there?
	c) How many rulers are there?
	d) How many legs has it got?
	e) How many books has Maria got?
	f) How many animals has your brother got?
	g) I've got/I have two brothers.
	h) There are seven.
	i) There's a/one duck.
	j) What's five and three?
k) Seven and six are thirteen.	
1.16 Ask and	a) I have a ball.

Subject content	Language/examples
answer questions about possession	b) I've got an aeroplane.
	c) It's his/her bike.
	d) That's/this is your school bag.
	e) This is Wael's book.
	f) Has she/he got an umbrella?
	g) Is this/that Maria's bag?
	h) Whose book is this?
	i) Whose toys are these?
	j) Whose is this?
	k) Whose are these?
	l) Whose jumper are you wearing?
	m) They're my/your/our etc. books. (possessive adjectives)
	n) They're Maria's books. (possessives)
	1.17 Talk about the day and the weather
b) It's sunny.	
c) It isn't cold today	
d) Is it Tuesday today?	
e) What day is it?	
f) When is your lesson? Tuesday.	
1.18 Ask and answer questions about location/relative position	a) Where are you?
	b) Where are the children?
	c) Where's the box?
	d) They're here.
	e) Oh, there's the ...
	f) There are toys everywhere!
	g) It's under/on the table.
	h) The cat is by/near/behind the chair.
	i) The teacher is between the cupboards.
1.19 Understand simple instructions	a) Colour the shirt red.
	b) Draw/paint/cut...
	c) Make a face ...
	d) Give your monster a ...
	e) Match the children with their pets
	f) Read this page.
	g) Make a question.

Subject content	Language/examples
	h) Write your name here.
1.21 Understand social utterances/exclamations	a) What a mess.
	b) Very good!/Well done!
	c) Please/Thank you.
	d) Don't be silly!
1.22 Understand simple classroom phraseology	a) Here you are.
	b) Right!
	c) Are you ready?
	d) Your turn.
	e) No, not Maria's, Susan's,
	f) Point to the picture.
	g) Put the book on the table.
	h) Turn to page four.
	i) Open your books.
	j) Sit down/Stand up.
	k) Stop (talking).
	l) Close the door/window.
	m) That's right.
	n) Look!/Look at the blackboard!
	o) Listen to me.
	p) Come here.

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Word order <ul style="list-style-type: none"> • positive, negative and interrogative sentences • Adjective + noun • Adjective + adjective + noun
	b) Possessives <ul style="list-style-type: none"> • 's eg John's
	c) Comparison <ul style="list-style-type: none"> • superlative (the -est)
	d) Plural of nouns <ul style="list-style-type: none"> • includes some irregulars (children, teeth, feet etc)
	e) Possessive adjectives <ul style="list-style-type: none"> • my book, his pen etc
	Subject personal pronouns <ul style="list-style-type: none"> • he, she, it
	Object personal pronouns <ul style="list-style-type: none"> • me, him etc
	Articles <ul style="list-style-type: none"> • a, an, the
	Intensifier <ul style="list-style-type: none"> • very
	Prepositions of place <ul style="list-style-type: none"> • under, on, in etc
	Demonstrative adjectives <ul style="list-style-type: none"> • this, that, these etc
	Adjectives <ul style="list-style-type: none"> • colour, size etc
	Wh questions <ul style="list-style-type: none"> • what, when, where etc
	2.2 Tense/Verb forms
2.3 Present Continuous	a) positive, negative + interrogative forms of verb
	b) Imperatives <ul style="list-style-type: none"> • e.g. Listen to me! (Receptive use only)
2.4 Punctuation	Apostrophe for possessives <ul style="list-style-type: none"> • It is Mary's etc
	Apostrophe for omission

Subject content	
	<ul style="list-style-type: none"> • He's Short form of verb to be <ul style="list-style-type: none"> • they're, what's, his name's etc
2.5 Spelling	Plural forms of nouns <ul style="list-style-type: none"> • s, es, ies

JETSET Level 2

1. Communicative Functions

Subject content	Language/examples
1.1 Ask and answer questions about where people and animals live/give simple directions	a) Excuse me. Where is the bus station?
	b) Where do you live?
	c) Which town do you live in?
	d) Which building? The one on the right.
	e) Is it near the school?
	f) What's your address?
	g) I live at number 46.
	h) How do I get to your house?
	i) Go straight on, then turn first left.
	j) It's opposite the park.
	k) Please show me on the map.
	l) He lives five kilometres from the school.
	m) Hippos live in Africa.
1.2 Identify others (* Receptive only)	a) Guess who this is?*
	b) Guess who was there!
1.3 Ask and answer questions about nationality (of people) and country of origin (of objects)	a) Where's he/this from?
	b) He's from England.
	c) Are they Italian? No they're Spanish.
	d) Lions come from Africa.
	e) Where do you come from?
	f) What nationality is he?
1.4 Ask and answer questions about age	a) I'm older than my sister.
	b) I'm the oldest.
	c) I'm nearly nine.
	d) I was ten last week.
	e) When is your birthday?
	f) My birthday is in February.
1.5 Ask and answer questions about location/ relative position	a) Which room is it in?
	b) The room above/below.
	c) Is the sofa by the door?
	d) What's next to/near the table?

Subject content	Language/examples
	e) They're on the top/bottom shelf.
	f) It's in front of/behind the wardrobe.
	g) Where do you do your homework?
1.6 Ask and answer questions about basic wants/offering items and help; ask permission and about possibility	a) What do you want?
	b) Do you want an orange?
	c) I want an apple.
	d) Here you are.
	e) Anything else?
	f) Can I help you?
	g) Can I have this one?
	h) Can I borrow your pen?
	i) No, you can't.
	j) I want to go home.
	k) Do you want to go?
	l) Can we buy lemonade there?
1.7 Talk about possession	a) It's mine (yours, his, hers, ours, theirs)
	b) That's not his.
1.8 Ask and answer questions about likes and dislikes	a) Do you like tea?
	b) Does he like chocolate?
	c) No, he doesn't.
	d) What does she like?
	e) He doesn't like rice.
	f) Who likes ice-cream?
	g) Everyone likes pizza.
	h) I don't like biscuits.
	i) I love chocolate.
	j) I hate cabbage.
	k) What's your favourite?
	l) My favourite food is pasta.
	m) I like playing football.
	n) I like swimming.
	o) I like to swim.
	p) She doesn't like swimming.
	q) We don't like doing homework.
1.9 Ask and	a) I can jump.

Subject content	Language/examples
answer questions about ability	b) Can you sing?
	c) Who can swim?
	d) Can Naseem climb a tree?
	e) He can run, but he can't swim.
	f) I do ... best.
1.10 Describe physical states	a) She is happy.
	b) It's hot.
1.11 Describe and ask questions about what people are doing (* Receptive only)	a) They're reading.
	b) She's cleaning her teeth.
	c) What are they doing now?*
	d) She isn't getting dressed.*
	e) Is she drinking ...?*
	f) What's he doing?*
1.12 Ask and answer questions about time. Tell me the time. Talk about months/season/dates	a) What's the time? What time is it?
	b) (It's) quarter to six.
	c) It's quarter past seven.
	d) It's nearly half past eight.
	e) It's four o'clock.
	f) It is March 10.
	g) It is summer.
1.13 Talk about TV/cinema/theatre	a) Which channel is it on?
	b) What's on TV tonight?
	c) What's on Channel 1 at six o'clock?
	d) At half past seven there's a good programme.
	e) Which programme did you watch?
	f) What page is Tuesday's TV on?
	g) What kind of programme is 'The World Today'?
1.14 Ask questions and make statements about habitual actions/frequency of carrying out actions	a) Do you always walk to school?
	b) I never clean the windows.
	c) She sometimes does the washing up.
	d) When does he have maths?
	e) What do you do on Sundays?
	f) I go to school in the morning.
	g) What kind of food does a cat eat?
	h) What does a cat do?

Subject content	Language/examples
1.15 Make simple comparisons	a) It's faster than a bike.
	b) A lorry is bigger than a car.
	c) He's the smallest.
	d) Giraffes are the tallest animals.
	e) The big one.
	f) The small ones.
	g) The big one, not the small one.
1.16 Extend and reply to invitations	a) Can you come to my barbecue?
	b) Thank you for the invitation.
1.17 Ask how words are spelt	a) How do you spell 'shoe'?
	b) Can you spell it, please?
1.18 Ask what something means. Give and understand advice/warning	a) What does this mean?
	b) (Be) Careful!
	c) Stop!
	d) Don't go there.
	e) Look/watch out!
	f) It's dangerous.
	g) Watch out for ...
1.19 Understand and answer questions about past events (* Receptive only)	a) Was it fun?
	b) They weren't afraid.
	c) Where were you at eight o'clock last Saturday?
	d) I wasn't at home.
	e) What was on TV last night?
	f) What time was it on?
	g) I watched TV last night.
	h) I went to the zoo.
	i) I saw a film.
	j) Did you watch it?*
	k) I didn't see a film.*
	l) He didn't watch TV last night.*
	m) What did you do yesterday?*
1.20 Ask and answer questions about quantity	a) I want some chocolate.
	b) There's more pasta here.
	c) Do you want some more?
	d) I've got lots of friends.

Subject content	Language/examples
	e) I've only got one.
	f) Have you (got) any newspapers?
1.21 Give and follow instructions	a) Put in order.
	b) Give the opposite.
	c) Find the mistakes.
	d) Use these words.
1.22 Say and write the letters of the alphabet	

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Modal <ul style="list-style-type: none"> can/can't – ability, permission and possibility
	b) Possessive adjectives <ul style="list-style-type: none"> my, your etc
	c) Possessive pronouns <ul style="list-style-type: none"> mine, yours etc
	d) Quantity <ul style="list-style-type: none"> some, any for countable and uncountable nouns
	e) Comparison <ul style="list-style-type: none"> comparative (-er), superlative (the -est)
	f) Adverbs of Frequency <ul style="list-style-type: none"> always, never, sometimes etc
2.2 Tense/Verb forms	a) Present Simple <ul style="list-style-type: none"> positive, negative + interrogative forms using do, don't, doesn't function: habitual actions and future plans
	b) Present Continuous <ul style="list-style-type: none"> positive form required in response to – 'What's s/he doing?' function: present activity/future action receptive use only of negative and interrogative forms
	c) Past Simple <ul style="list-style-type: none"> required in positive form only: <ul style="list-style-type: none"> common regular – ed forms irregular forms: - was and were/had/went/ate/came/saw/made/took/gave/lost
2.3 Punctuation	a) Capitals for <ul style="list-style-type: none"> proper nouns; days, months, names, places nationality

Subject content	
	(adjectives/nouns) <ul style="list-style-type: none"> • first person • beginning of sentence
	b) Question mark, full stop <ul style="list-style-type: none"> • ? .

1. Communicative Functions

Subject content	Language/examples
1.1 Ask and answer questions about the day and date	a) What day is it today?
	b) What’s the date today?
	c) Tuesday the fifteenth of June.
	d) What day were you born?
	e) I was born on the eighteenth of August, nineteen ninety eight.
	f) In 2001. In 1976. 10 August 2007.
1.2 Talk about time (including diaries, timetables, programme listings)	a) What time does the train leave?
	b) Which programme are you going to watch?
	c) Excuse me. Can you tell me the time?
	d) Tuesday 10 a.m.: go to the dentist.
1.3 Ask and answer questions about duration of activities	a) How long does it take to walk home?
	b) It takes fifteen minutes.
	c) How long did the film last?
1.4 Describe and ask what people are/were doing	a) They’re not/they aren’t watching TV.
	b) What was he doing?
	c) The man was looking through the window.
	d) She wasn’t reading.
	e) They are all eating chips.
	f) What were you doing at eight o’clock?
	g) I was reading a book when he phoned.
	h) What were you doing when the accident happened?
1.5 Talk about past habits (* Receptive use only)	a) I used to watch a lot of television.
	b) Did she use to live in Australia?*
	c) They didn’t use to have TV.*
1.6 Talk about past events, including narration and description of past scenes / events and of	a) What did you do on Sunday?
	b) Did the team win?
	c) When was the film?
	d) What time did the bus leave?
	e) Did you see the film?

Subject content	Language/examples
specific actions at specific times	f) They didn't see it. g) Then they ran home. h) Suddenly, it stopped. i) I didn't watch TV last night. j) What happened? k) How did it happen? l) I went there in 1992/two years ago. m) We lived in London for two years.
1.7 Refer to past personal experiences which are relevant to the present (* Receptive use only)	a) I've lost my ticket. b) Where have you been? * c) What's happened? * d) He's broken his arm. * e) I haven't seen him today.
1.8 Talk about future plans, intentions, arrangements, possibilities	a) We leave next week. b) Are you coming too? c) Can we buy lunch there? d) No, I can't come. e) I want to be an engineer. f) What do you think will happen? g) We are leaving tomorrow. h) What is she going to do? i) When are you going on holiday?
1.9 Express conditions – future possibilities	a) If you see him, don't speak. b) If it rains, we'll stay at home. c) If they come, she'll bring a pizza.
1.10 Express obligation, no obligation and prohibition (rules)	a) We have to wear a school uniform. b) You mustn't walk on the grass. c) They don't have to go with us.
1.11 Identify and describe objects	a) It's lighter than that one. b) I want the one on the left. c) What is it made of? d) It's made of silk.

Subject content	Language/examples
	e) What kind of shoes did you buy?
1.12 Make simple comparisons	a) A zebra is like a horse.
	b) What's the difference between ...?
	c) Liana's taller/more intelligent than Pia.
	d) He's the kindest and most generous person.
1.13 Give simple descriptions in terms of the senses	a) It smells, sounds, feels like ...
	b) What does it taste like?
	c) It smells like fish.
	d) It felt like.
1.14 Talk about number, amount and negative quantity	a) It costs £100.
	b) How many do you want?
	c) How much did you lose?
	d) He hasn't many friends.
	e) Just add a little salt.
	f) We had some last week but we haven't got any left.
1.15 Ask and answer questions about eating out/ shopping	a) What do you want to drink?
	b) Where can I buy...?
	c) How much are the chocolates?
	d) Will you help me, please?
	e) Please show me ...
	f) That's much too expensive.
	g) How much do they cost?
	h) I'll take that one.
	i) Can I see the menu, please?
	j) I haven't got enough money.
1.16 Report what people say	a) He says it's OK.
	b) She says 'No'.
	c) He said 'Hello'.
	d) He told us about his grandfather.
1.17 Describe the daily weather	a) What's the weather like?
	b) What was the weather like yesterday?
	c) It was hot and sunny.
	d) They say it will rain tomorrow.
	e) Today is much colder than yesterday.
1.18 Ask for and	a) Can I borrow your bike?

Subject content	Language/examples
give/refuse permission	b) No, I'm sorry, you can't. c) Can I have this? Of course you can.
1.19 Make suggestions	a) Why don't we go to the beach? b) Let's have salad for dinner. c) How about staying home? d) Would you like to come to my house? e) Shall we meet at six?
1.20 Seek confirmation of facts one already knows/is not sure about	a) They live in Madrid, don't they? b) Joe doesn't like me, does he? c) He isn't in my class, is he? d) You weren't at work today, were you? e) She saw him, didn't she? f) There aren't any seats, are there? g) They can't see me, can they?
1.21 Express opinion, certainty and doubt	a) I think it's horrible! b) What do you think? c) I don't know. d) I haven't got a clue. e) I'm not sure. f) I've no idea. g) Maybe it's true. h) Perhaps it's her.
1.22 Express accusation and denial of blame	a) It wasn't me! b) I didn't do it! c) It's not fair. d) It's your fault. e) It was an accident.
1.23 Understand commands and remonstrances about behaviour	a) Don't make a noise. b) Don't do that! c) You can't keep it here d) I told you, No!
1.24 Make simple predictions	a) What happens to...? b) Were you right? c) I think it will snow soon. d) I think it's going to rain.

Subject content	Language/examples
1.25 Talk about processes and effects	a) When the sun shines, snow melts.
	b) Whenever I eat fish, I feel sick.
1.26 Express basic fears and emotions	a) I'm afraid of spiders.
	b) He frightened me!
	c) They're scared.
	d) They look happy.
	e) I felt sad when I heard about it.
1.27 Talk about health	a) How are you? What's the matter?
	b) I've got a cold/I feel ill.
	c) Are you better?
	d) She didn't look well.
	e) Joe broke his ankle yesterday.
	f) His throat is sore.
1.28 Indicate geographic location/compass direction	a) The Sahara Desert is in North Africa.
	b) Naples is a city in Italy.
	c) It's in northern Spain.
1.29 Express agent and use	a) I always write with a green pen.
	b) Use the sharp knife to cut the cake.
	c) What do you use it for? To open this.
1.30 Provide additional/defining information about people, things, animals and places	a) A person who paints is an artist.
	b) The mountains which separate Italy and France are called The Alps.
	c) Stand here where I can see you.
	d) The dog that belongs to my neighbours barks a lot.
1.31 Talk about needs	a) In hot weather, a plant needs a lot of water.
	b) People need air to breathe.
1.32 Give less importance to agent* (* Receptive use only)	a) Cans are recycled.
	b) Dogs are kept in kennels.*

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Modal verbs <ul style="list-style-type: none"> • must/have to for obligation, rules would for suggestions
	b) Reason <ul style="list-style-type: none"> • why, because, so (= that's why)
	c) Adverbials of time <ul style="list-style-type: none"> • first, then, next, when, soon, soon after, at last, suddenly, at once
	d) Infinitive of purpose <ul style="list-style-type: none"> • e.g. works hard (in order) to learn
	e) Comparison <ul style="list-style-type: none"> • Comparative (-er/more ... than)
	f) Superlative <ul style="list-style-type: none"> • (the -est/most -)
	g) Relative clauses (defining only) <ul style="list-style-type: none"> • who, that, which, where
	h) Question tags <ul style="list-style-type: none"> • positive and negative forms present/past simple only
	i) Passive voice <ul style="list-style-type: none"> • receptive use only of present simple form
	j) Zero Conditional/First Conditional <ul style="list-style-type: none"> • future possibilities receptive use only
	2.2 Tense/Verb forms
b) Present Continuous <ul style="list-style-type: none"> • all forms • function: present activities, future plans, arrangements 	
c) Past Simple <ul style="list-style-type: none"> • all forms, including common irregular verbs in vocabulary list • function: completed action in past 	
d) Used to <ul style="list-style-type: none"> • productive use of positive form; • receptive use only of negative and interrogative forms • function: - for past habits/actions which are no longer applicable 	
e) Past Continuous	

Subject content	
	<ul style="list-style-type: none"> • all forms • function: progressive action in past
	f) Past Continuous + Past Simple <ul style="list-style-type: none"> • function: was doing X when Y happened
	g) Future simple (will + short form , 'I'll') <ul style="list-style-type: none"> • all forms • function: future predictions, statement of fact
	h) Going to <ul style="list-style-type: none"> • all forms • function: future plans/ intentions and immediate predictions
	i) Present Perfect Simple <ul style="list-style-type: none"> • all forms: receptive use only • function: past personal experiences relevant to the present

JETSET Level 4

1. Communicative Functions

Subject content	Language/examples
1.1 Report or ask about a situation or action that continues (using 'still')	a) It was 10 o'clock and she was still in bed.
	b) You still write to your Nigerian friend?
	c) Are you still at school?
1.2 Report or ask whether or not something has or hasn't happened (using 'yet' and 'already')	a) Have you paid the bill yet?
	b) It's 10 o'clock and she isn't up yet.
	c) We already know the results of your examination.
1.3 Contrast the present time with the past	a) Where do you live nowadays?
	b) Where are you living these days?
	c) Nowadays everyone uses computers.
	d) Did you use to be a Scout?
	e) I used to be a Scout when I was younger.
	f) I never used to go on summer camp, though.
	g) It didn't used to be so much fun (as nowadays/in those days).
	h) I wanted to be a policeman when I was young.
	i) What did you like doing when you were a child?
	j) I could skate quite well.
1.4 Report a situation that has changed (using 'any more'/'any longer'/'no longer')	a) They don't live here anymore.
	b) They no longer live here.
	c) He doesn't live here any longer.
1.5 Indicate change of plan	a) I was going to wash my hair tonight but I've run out of shampoo.
	b) My sister was expecting to see them there but they didn't arrive.
1.6 Refer to future events	a) I'm about to phone him.
	b) I won't be here next week.
	c) The weather is going to get colder.
	d) I'm visiting my mother on Sunday.
	e) When does the plane arrive?

Subject content	Language/examples
	f) If you are late, I'll go without you. g) When I get home, I'll give you a ring. h) I'll be swimming in the Caribbean next week!
1.7 Indicate action without reference to agent/without stressing the doer of the action	a) Three airline passengers were attacked. b) All the flights were cancelled. c) English newspapers are sold in most countries. d) Are all the new words underlined? e) I wasn't invited to the party.
1.8 Provide defining information about people, things, animals, places and actions	a) I used to have a penfriend who lived in Italy. b) Do you know anyone who works for the local hospital? c) I have just heard from a girl (who/that) I knew at school. d) I need to find a shop that hires out fancy dress. e) One game (that/which) I'm quite good at is volleyball. f) They city (which) I live in/in which I live is the largest (city) in Asia. g) This morning I saw a girl whose hair was bright blue. h) Why can't I do what I want to do? i) Do you know what a seismologist does?
1.9 Express a preference between two things or people	a) I prefer Brahms to Mozart. b) I'd rather eat food than cook it.
1.10 Express similarity	a) He looks like his father. b) Why do you do things like that?
1.11 Express degree	a) She is quite a famous writer. b) It's quite a long journey. c) Are you quite sure? d) She is quite nice but rather shy. e) I quite like him. f) The examination was rather difficult. g) It was a rather nice coat. h) I don't like that song very much. i) Turn the volume down a bit / a little, please. j) I completely forgot all about it. I'm so sorry. k) I really don't mind. (emphatic) l) It doesn't really matter.

Subject content	Language/examples
	m) I hardly know him.
	n) It's almost a year since we last met.
1.12 Describe manner in which something is done	a) She ate slowly.
	b) He spoke quickly.
	c) She sang well.
1.13 Express disbelief	a) Surely not!
	b) Well I never!
	c) Really!
	d) Are you sure?
	e) You're kidding!
	f) You're pulling my leg!
	g) You must be joking!
1.14 Empathise	a) I see what you mean.
	b) I agree wholeheartedly
	c) Absolutely
1.15 Report statements and commands, adding one's own opinion of mood	a) He said that he agreed with me.
	b) The dentist asked me to wait outside.
	c) He told/ordered the dog to sit.
	d) He told me not to stare.
	e) She thought he would be late.
	f) She said she was working (on) the following Saturday.
	g) The twins said they couldn't come with us.
	h) Mr Buttery promised to help his wife the next day.
	i) She warned/advised him not to drive so fast.
	j) He complained he was cold.
	k) He said he had visited Paris in 1996.
	l) She said she had been very lazy at school.
1.16 Give advice	a) If you eat less, you'll lose weight.
	b) I wouldn't do it that way.
	c) I would call the vet.
	d) If I were you, I would go.
1.17 Give directions	a) Go straight to the chemist's shop.
	b) Turn right and then second left.
	c) Cross over the road and follow the path to the station.
	d) The library is between the town hall and the school.

Subject content	Language/examples
	e) Don't miss the entrance!
	f) Take the lift to the second floor.

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Modal auxiliary verbs <ul style="list-style-type: none"> • can/could, for possibility • will/would for possibility, advice
	b) Relative clauses <ul style="list-style-type: none"> • defining with or without the relative pronouns who, that, (whom), which, whose + what
	c) Zero, and First conditional <ul style="list-style-type: none"> • future possibilities, advice
	d) Second conditional <ul style="list-style-type: none"> • advice • receptive use only
	e) Reported speech <ul style="list-style-type: none"> • statements and commands only
	f) Adverbs of manner, place, time and degree <ul style="list-style-type: none"> • quickly, at the school, at 10 o'clock, quite/rather/really
	Prepositions <ul style="list-style-type: none"> • about, at, by, for, in, on, to, with
	Passive Voice: Present Simple and Past Simple only <ul style="list-style-type: none"> • all forms listed require productive use
	Question tags <ul style="list-style-type: none"> • Consolidation of all forms covered in JET 1 – 3: <ul style="list-style-type: none"> - 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

Subject content	
	<ul style="list-style-type: none"> - could/couldn't - will/won't - would/wouldn't
2.2 Tense/Verb forms	<p>a) Past Continuous</p> <ul style="list-style-type: none"> • functions: <ul style="list-style-type: none"> - 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)
	<p>b) Present Perfect Simple</p> <ul style="list-style-type: none"> • 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>c) Past Perfect Simple</p> <ul style="list-style-type: none"> • function <ul style="list-style-type: none"> - for reported speech - statements and commands only
	<p>d) Used to</p> <ul style="list-style-type: none"> • all forms, especially with emphatic never function: <ul style="list-style-type: none"> - for past habits/actions which are discontinued/which contrast with the present situation
	<p>e) Differentiation of future time expressions</p> <ul style="list-style-type: none"> • immediate future with be about to • future with will • future with going to • future with present continuous • future with present simple

JETSET Level 5

1. Communicative Functions

Subject content	Language/examples
1.1 Report statements, commands, requests and questions	a) Peter told us (that) he was married.
	b) She said she would visit Anna.
	c) They said they had been to the shops.
	d) The policeman told him to go home.
	e) He advised me to see a doctor.
	f) She asked me to pass the salt.
	g) Jenny asked Rita if she was coming.
	h) We asked him what his favourite programme was.
1.2 Seek confirmation	a) Your mother's been told about this, hasn't she?
	b) You haven't eaten, have you?
	c) You won't go, will you?
	d) They'll have to move house, won't they?
	e) Petra wouldn't like it, would she?
	f) They hadn't already seen him, had they?
1.3 Indicate deduction/speculation about the present/future, requests and questions	a) That must be John. He said he'd be here by six.
	b) It could/may/might rain today. There are a few clouds in the sky.
	c) They should be home by now.
	d) She can't be American; she doesn't speak English.
1.4 Give advice	a) If you're ill, (you should) go to the doctor.
	b) You had better wear old clothes.
	c) You ought to study harder.
	d) If I were you, I would get there early.
1.5 Imagine the consequences of events that happened, or didn't happen, or began to happen in the past	a) If I'd known you were staying, I would have prepared the bedroom.
	b) If there hadn't been a traffic jam, I'd have arrived on time.
1.6 Agree and disagree	a) I couldn't agree more.
	b) Well, I'm not sure about that.
	c) I'm not so certain that's true.

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

Subject content	Language/examples
	d) You will have to wait (for) your turn. e) I should go: it's getting late. f) I had to go to the doctor's yesterday.
1.17 Refer to past situations or recurrent experiences relevant to the present/ announce some news	a) Have you ever been to China? b) I've already done my homework. c) She still hasn't telephoned. d) My parents haven't visited me yet. e) I have lived here since I was born. f) She has been in that class for eight months. g) Have you finished yet? h) I have just finished my lunch. i) The ship has sunk.
1.18 Talk about future plans	a) We'll go shopping when she arrives. b) What shall I do when you go? c) You can swim as soon as we get there.
1.19 Comparison	a) This is worse/better/less/more than that. b) This is the worst/the best. c) I have the least/the most. d) She's as tall as her brother. e) You can eat more quickly than I do. f) I work much harder now than I used to.
1.20 Give directions	a) Take the third exit on the left. b) After the second set of traffic lights, turn sharp left.
1.21 Express fear or worry	a) He's never as late as this. b) He should have been home by now.
1.22 Indicate lack of comprehension and request clarification	a) I'm sorry, I don't understand what you said. b) Sorry, I didn't understand you. c) Could you explain? d) Sorry, could you repeat that? e) Do you mean there's no way out? f) What did you mean by saying that?
1.23 Pay and receive a compliment	a) What a beautiful dress! b) I'm glad you like it. c) You sang really well. d) It's very kind of you to say so.

Subject content	Language/examples
1.24 Promise, threat and warn	a) I'll take you to the airport.
	b) You won't go unless you behave.
	c) If you do that again, I'm leaving.
1.25 Express hopes and wishes	a) I hope the weather is/will be fine.
	b) I wish the sun would shine.
	c) I wish I knew the answer.
1.26 Express appreciation	a) How kind!
	b) That's very good of you.
	c) You didn't really need to...
1.27 Apologise, congratulate and commiserate	a) I'm terribly sorry for you.
	b) Everything will be all right, you'll see.
1.28 Write formal/informal postcards and letters	a) Dear Vita ... Love Trudi.
	b) Dear Harold ... Best wishes, Tim.
	c) Dear Mr Clarke ... Yours sincerely.
	d) Dear Sir/Madam ...Yours faithfully.
1.29 Express consequence	a) The music was so loud I could hear it in the street.
	b) The play was so bad that I demanded my money back.
1.30 Use the telephone and understand recorded announcements	a) Hello, can I speak to Goran, please?
	b) I'd like to speak to Mr Clayton, please.
	c) One moment, I'll see if he's in.
	d) I'm sorry, his line's engaged. Could you call back later?
	e) He's not here, I'm afraid.
	f) Sorry, he's not here at the moment.
	g) Who shall I say called/is calling?
	h) Can I take a message?
	i) Could you ask him to phone Mikhail on eight-oh-one-two-oh-two, please?
	j) Sorry, could you repeat that, please?
	k) I'm sorry, I think you've got the wrong number.
	l) There's no one here by that name.
	m) There's no-one here at present.
	n) Please leave your name and number after the bleep and someone will call you back.
	o) All lines are busy. Please try again later
p) All numbers to Oxford have changed. Please re- dial, placing a five in front of the old five digit number.	

Subject content	Language/examples
1.31 Describe something that happened before a point in the past	a) When I arrived at the cinema, the film had already started.
	b) She had visited London twice before we went together.
1.32 Talk about quality and degree	a) The jeans were very expensive, but I bought them anyway.
	b) It was too hot to play tennis.
	c) This coffee is (not) sweet enough.
1.33 Refer to a service done for us by others	a) I had my car fixed yesterday.
	b) She has her hair cut every month.
	c) Have you had your house painted yet?

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Modal verbs <ul style="list-style-type: none"> 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
	b) Modal verbs for deduction for present use <ul style="list-style-type: none"> 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)
	c) Reflexive and emphatic pronouns <ul style="list-style-type: none"> e.g. I've cut myself /I did it myself
	d) Comparison of adjectives and adverbs <ul style="list-style-type: none"> regular and irregular forms (not) as ... as very/too/(not) enough when/as soon as ...
	e) Reported speech <ul style="list-style-type: none"> all forms
	f) Passive voice <ul style="list-style-type: none"> all tenses, simple forms
	g) Causatives <ul style="list-style-type: none"> all tenses, simple forms
	h) Zero/First and Second Conditional <ul style="list-style-type: none"> productive use
	i) Third Conditional <ul style="list-style-type: none"> unchangeable past receptive use only
	j) Question tags <ul style="list-style-type: none"> all tenses for verbs; present tense only for modal verbs

JETSET Level 6

1. Communicative Functions

Subject content	Language/examples
1.1 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)	a) John has two brothers. Both of them are older than John.
	b) Two buses are going to get here at the same time.
	c) Neither of them is the one we want to catch.
	d) Who are these two people?
	e) I don't know either of them.
1.2 Express agreement in reply to a negative or positive statement of likes and dislikes	a) So do I.
	b) Neither do I.
	c) So am I.
	d) I don't either.
	e) (me too/me neither – colloquial)
1.3 Signify that something happens too often/indicate mild annoyance	a) You're always telling me what to do
	b) I'm always having to share my book with you.
1.4 Express tentative ideas (with think of, wonder if) and extend indirect invitations (with think of)	a) I was thinking of inviting them to dinner. What do you think?
	b) I was wondering if you could lend me £5?
	c) I was thinking of going shopping this afternoon.
	d) Do you want to come?
1.5 Imagine the consequences of events that happened, or didn't happen, or began to happen in the past	a) If I'd known you were staying, I would have prepared the bedroom.
	b) If there hadn't been a traffic jam, I'd have arrived on time.
	c) If she'd been born in 1954, how old would she be now?
1.6 Imagine the present consequences of events that didn't happen	a) If you'd worked harder, you'd be your own boss now.
	b) If I'd invested the money wisely, I'd be a millionaire today.
	c) If she'd been born in 1954, how old would she be now?
1.7 Express regret	a) If only I'd had my torch with me.
	b) If only they'd been more sensible.

Subject content	Language/examples
	c) I wish you'd been there.
	d) I wish she hadn't done that.
1.8 Express wishes	a) If I were able to, I'd buy a speed-boat.
	b) If I were allowed to have a dog, I'd have a Spaniel.
	c) If I could choose, I'd have that ring.
1.9 Indicate present/past action without reference to agent	a) A new syllabus is being introduced this year.
	b) The room was being painted at the time.
	c) The documents had been destroyed and the room had been turned upside down.
	d) Examinations may be taken in June.
	e) Statements may be required by the Police.
1.10 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.
1.11 Ask if permission was given in the past	a) Was he allowed to take his textbook into the exam?
	b) Did they let him take the test again?
1.12 Make deductions about the present/future and the past	a) I'm sure she's coming on Monday because she's working every other day.
	b) It can't be raining because my umbrella's dry.
	c) She had a terrible experience; she must've been very brave.
	d) She told me otherwise, so it can't have been true.
	e) She can't have been at the concert, otherwise I would've seen her.
	f) He was expecting to win, so he must have been very disappointed.
1.13 Express a possible activity in progress at the moment	a) He must be working late.
	b) They can't be having an argument.
	c) He must be cooking the dinner.
1.14 Express possibility/certainty	a) The key must have fallen behind the piano.
	b) They might have stopped on the way.
	c) He may not have felt well.
1.15 Refer to impossibility	a) They can't have left yet, because their car is still there.
	b) She couldn't have gone to the party, because she was too ill.

Subject content	Language/examples
1.16 Refer to ability/inability in the past	a) I was able to finish my report before the game started. b) He managed to finish the project on time. c) They couldn't understand a word of it. d) I was unable to (wasn't able to) complete the course. e) We didn't manage to finish it on time.
1.17 Ask for and give advice	a) What would you do in my position/if you were me? b) If I were you, I'd own up. c) If I were writing to him, I'd tell him about it. d) I think you should/ought to/had better tell your parents. e) I think you should/ought to/had better tell your parents. f) If you want my advice, don't do it.
1.18 Predict a future state or habit at a particular time in the future	a) By the time I'm 30, I'll be thinking of marriage. b) When my parents go away, I'll be cooking for myself.
1.19 Express expectation	a) By the time we get there, the film will have started. b) The meeting won't have finished by noon.
1.20 Refer to services done for us by others	a) I'd like my hair cut really short, please. b) Get the oil checked as well as the tyres. c) I'm having my ears pierced on my eighteenth birthday. d) I must have the sleeves shortened.
1.21 Ask polite indirect questions	a) Could you tell me the time of the next bus, please? b) Do you know if/whether the train has left? c) Would you mind telling me the time please? d) I wonder if you could show me the way to the dining room please? e) I don't suppose you know where he went? f) Have you any idea how much it will cost? g) Do you know where he has gone? h) Can you tell me where I could find him?
1.22 Make polite requests	a) Do you think you could help me to move this table? b) Do you mind if I share your book? c) Would you mind changing places with me? d) Not at all / I'd rather not, if you don't mind. e) Would you mind not smoking? f) Would it be all right if I sat here?

Subject content	Language/examples
	g) I wonder if you'd mind lending me a hand?
1.23 Complain	<p>a) I'm sorry to have to say this, but the bathroom wasn't very clean.</p> <p>b) I'm afraid I have to complain about the quality of this dress.</p> <p>c) Can't something be done about the lights?</p> <p>d) I really must protest about the staff. They've been unhelpful and rude.</p>
1.24 Express opinion/ disapproval	<p>a) People should use the buses, not cars.</p> <p>b) People shouldn't use their own transport in big cities.</p> <p>c) A thorough investigation should be carried out.</p> <p>d) The government ought to do something about it.</p>
1.25 Give polite short answers to questions and statements (using auxiliary verbs)	<p>a) Are you coming with us? Yes I am.</p> <p>b) It's a lovely day! Yes it is, isn't it.</p> <p>c) Did you go out last night? Yes, I did.</p> <p>d) Don't forget to write. No, I won't.</p> <p>e) Is it going to rain? I hope not.</p> <p>f) She hates dancing. No she doesn't, she loves it.</p> <p>g) Have you had breakfast yet? No, I haven't.</p>
1.26 Distinguish between 'make' and 'do'	<p>a) make:</p> <ul style="list-style-type: none"> • 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

Subject content	Language/examples
	<ul style="list-style-type: none"> • the bed <p>do:</p> <ul style="list-style-type: none"> • the shopping • someone a favour • the housework • nothing/everything • my best • business with • exercises • the washing up

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Third Conditional <ul style="list-style-type: none"> • productive use
	b) Second and Third Conditional (mixed) <ul style="list-style-type: none"> • productive use
	c) Passive voice + modal verbs. Both/either/neither/do/make/take <ul style="list-style-type: none"> • use of all tenses
	d) Modal verbs for deduction for past use <ul style="list-style-type: none"> • 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)
2.2 Tense/verb forms.	Productive use of all tenses covered in the lower levels plus:
	a) Present Continuous <ul style="list-style-type: none"> • function: tentative ideas, indirect invitations, irritation with use of always
	b) Future Perfect <ul style="list-style-type: none"> • all forms • function: projecting oneself to a specific time in future and referring to a state, event or activity in the present
	c) Future Continuous <ul style="list-style-type: none"> • all forms • function: for an event or state which will be happening at a particular time

JETSET Level 7

1. Communicative Functions

Subject content	Language/examples:
1.1 Talk about a situation or activity that happened over a period up to a particular past time, or until shortly before it	a) Jane had been dieting since the New Year so that she would fit into her wedding dress.
	b) He had been working 12 hours a day until he went on holiday.
	c) They had been travelling for eight hours when the bus broke down.
1.2 Express unfulfilled intention	a) She had hoped to become an opera singer but her voice was not good enough.
	b) The builders had expected to build a whole row of houses but there was room for only two.
1.3 Emphasise how long something has been going on by a particular point in the future	a) Next week we will have been living in London for ten years.
	b) By the time you get here, I will have been waiting for over an hour, and the film will have already started.
1.4 Report advice, orders, requests, suggestions etc about things that need to be done	a) It was suggested that the canteen (should) close at 2pm.
	b) Alex thinks the old shed should be demolished.
1.5 Describe something that is apparent	a) He appeared sober, though he was way over the limit.
	b) She seemed to be asleep so I didn't disturb her.
1.6 Describe a process of change using 'become', 'come', 'get', 'go', 'grow', 'turn (into)'.	a) Over the years, she grew to enjoy his cooking.
	b) He became famous for his tuneful whistling.
	c) The autumn leaves are gradually turning a burnt orange
1.7 Report what people say, think etc without reference to agent.	a) Residents have been advised to stay indoors to avoid toxic fumes.
	b) Profits are expected to be considerable.
	c) The heating element was found to be unsafe.
1.8 Make a	a) Why don't you dye your hair red?

Subject content	Language/examples:
suggestion, persuade, criticise or show surprise using negatives.	b) Wouldn't it be quicker to go by train?
	c) Why didn't you lock the door?
	d) Why didn't you tell me you were coming?
1.9 Give specific information about someone or something using two nouns, or gerund plus noun.	a) He works in the finance department.
	b) Spanish is her mother tongue.
	c) Take a seat in the waiting room.
	d) The drinking water is in the green bottle.
1.10 Give precise information about someone or something using hyphenated phrases.	a) He drives a four-wheel-drive-car.
	b) Her phone is a state-of-the-art touch-screen model.
	c) A five-year-old boy was injured in the incident.
	d) He works on a day-to-day basis.
1.11 Talk about a general class of things.	a) The computer has/ Computers have revolutionised communications.
	b) Chihuahuas make great pets/The Chihuahua makes a great pet.
1.12 Talk about a small quantity in a positive way using 'a few' and 'a little'.	a) I have a few customers in Birmingham.
	b) I'd like a little of that ham, please.
1.13 Talk about a small quantity in a negative way using 'few' and 'little'.	a) She has few friends left around here.
	b) His offer of help came too late and was of little use.
1.14 Talk about quantity with uncountable nouns and plural countable nouns using 'less than', 'fewer than'.	a) You should put less sugar in your tea.
	b) He had had no fewer than ten jobs in the last five years.
1.15 Give additional information about someone or something.	a) The woman, who came from Cambridge, was finally acquitted of the criminal charge.
	b) I won't be able to make it to the party, which is a pity.
1.16 Use 'to' instead of 'to +	a) I knew I shouldn't have eaten all the cake, but I wanted to.

Subject content	Language/examples:
infinitive' when the meaning is clear from the context.	b) Are you going to the meeting? c) Yes, I intend to. d) I've finished my essay although I hadn't expected to.
1.17 Talk about people or things that are not included using 'except', 'except for', 'besides', 'apart from', 'but for'.	a) But for her appalling table manners, she's a charming person. b) I'll eat any fruit except strawberries. c) Apart from one or two words, I understood nothing.
1.18 Use commonly-used idiomatic phrases and collocations relating to eg. colours, the weather, time, animals, the human body etc.	a) be in the red b) once in a blue moon c) be green with envy d) a white lie e) be tickled pink f) be under the weather g) be snowed under h) break the ice i) cast a cloud over j) be long-winded. k) the calm before the storm l) the time of one's life m) in the nick of time n) in the small hours o) on the spur of the moment p) be in the dog-house q) be top dog r) play cat and mouse s) be pig-headed t) as blind as a bat u) like a bear with a sore head v) be off one's head w) be hot-headed x) be two-faced y) see eye-to-eye z) lend an ear

Subject content	Language/examples:
	aa) look down in the mouth
	bb) be long in the tooth
	cc) have a hand in something
	dd) lend a hand
	ee) in the flesh
1.19 Use commonly used phrasal verbs	a) answer back
	b) back out
	c) break down
	d) build something up
	e) call someone back
	f) calm someone down
	g) chew something over
	h) count on someone
	i) do without something
	j) drop something off
	k) end up
	l) fall through
	m) finish up
	n) fit something in
	o) get on with someone
	p) get on with something
	q) get up to something
	r) go over something
	s) help someone out
	t) hold something up
	u) join in
	v) jump at something
	w) keep at something
	x) lead someone on
	y) let someone down
	z) look up to someone
	aa) make something out
	bb) make something up
cc) move on	
dd) move out	

Subject content	Language/examples:
	ee) nod off
	ff) opt out
	gg) own up (to something)
	hh) pack something in
	ii) Pick on someone
	jj) put up with someone/something
	kk) read something into something
	ll) ring someone up
	mm) run into someone
	nn) rush into something
	oo) see into something
	pp) see through someone
	qq) set about something
	rr) settle for something
	ss) sign someone up
	tt) splash out on something
	uu) stick up for someone
	vv) take after someone
	ww) take something on
	xx) think something over
	yy) tuck into something
	zz) walk out on someone
	aaa) wind up
	bbb) work something out

2. Grammatical/Linguistic Structures

Subject content	
2.1 Grammar points	a) Modal verbs <ul style="list-style-type: none"> • 'should' in that-clauses for advice, orders, suggestions
	b) Passive voice <ul style="list-style-type: none"> • reported speech
	c) Linking verbs <ul style="list-style-type: none"> • become, come , get, go, grow, turn (into), appear, seem
	d) Articles <ul style="list-style-type: none"> • the, zero article, a/an for things in general
	e) Determiners and quantifiers <ul style="list-style-type: none"> • few, a few, little, a little
	f) Relative clauses <ul style="list-style-type: none"> • non-defining
	g) Conjunctions <ul style="list-style-type: none"> • comparison and concession causes, reasons, purpose, results
	h) Prepositions <ul style="list-style-type: none"> • except (for), besides, apart from, but for
	i) Idiomatic phrases and collocations <ul style="list-style-type: none"> • as listed above
	j) Phrasal verbs <ul style="list-style-type: none"> • as listed above
	2.2 Tense
a) Past Perfect Continuous <ul style="list-style-type: none"> • function: a situation or activity that happened over a period up to a particular past time, or until shortly before it 	
b) Past Perfect <ul style="list-style-type: none"> • function: to express unfulfilled intention 	
c) Future Perfect Continuous <ul style="list-style-type: none"> • function: to emphasise how long something has been going on by a particular point in the future. Will have been doing 	

Assessment

Assessment summary

Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7

First teaching: February 2015

Availability: On demand

Overview of content

The following list of topics is not definitive but includes likely examples of subject areas for the JET versions of the examinations.

Levels: Foundation, Levels 1, 2, 3, 4, 5 and 6:

1. At home
2. At school/ college
3. At work
4. Travel, transport and holidays
5. Parts of the body, health and symptoms
6. Clothes
7. People, family relations, close friends
8. Personal information
9. Jobs
10. Hobbies
11. Likes and dislikes
12. Animals
13. Food and drink
14. Shopping
15. Time and measurement
16. Numbers, prices and quantities
17. Colours
18. Places to go and entertainment
19. Days, months, seasons and weather
20. Countries, cities and nationalities
21. Social activities
12. Citizenship and knowing your rights
13. Appointments – for example dentist, doctor, school, job, crèche, library, vet

Level: 7

1. Citizenship and knowing your rights
2. Entertainment
3. The arts
4. The environment

5. The future
6. Health and fitness
7. Inventions and innovations
8. Jobs and education
9. The media
10. Peoples and cultures
11. Science and technology
12. Sports and recreation
13. Travel and tourism
14. The world around us

Overview of assessment

The Reading and Listening tests are based solely on objective, multiple choice and true/false type questions. This means that candidates will be required to record their answers on a separate multiple choice answer sheet (an OMR form). The benefits of this are that candidates are not required to write answers to tasks that are designed to test purely reading and listening skills and that the marking method will be electronic (via an optical mark reader – OMR) and hence be 100% accurate and objective.

The Writing test will consist of a combination of subjective questions that require either long or short written responses. This test will be marked by a Pearson examiner.

The assessment methodology for the Speaking test will be internally assessed with external moderation taking place.

JETSET Foundation Reading Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six short, multiple-choice tasks which test recognition of individual lexis and grammatical forms. Picture cues feature largely in testing at this level. The tasks include:
 - selecting from a list of words to fill a gap in short word-groups
 - sorting jumbled sentences into correct word order
 - matching numerals to their spellings
 - matching the correct response to questions
 - selecting a picture to show understanding of instructions and simple actions
 - locating the position and identifying the colour of named objects on a picture.

JETSET Foundation Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test has two parts; each part consists of a number of short texts of sentence length, recorded on disc. The sentences are read slowly, twice, allowing candidates time to make their response. Verb usage is largely restricted to the present tense of the verbs 'to be' and 'to have'.
 - In the first part, the candidates have to indicate understanding of the main information in each of ten items by selecting from three multiple-choice options in pictorial form.
 - In the second part, the candidates have to select True or False in response to ten statements made about locations and colours in a picture.

JETSET Foundation Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually, two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, the candidates respond to two or three Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of this specification. This part of the test should last for approximately one minute per candidate. The material for Part One is provided as a list of questions for the Assessor to draw from.
 - In Part Two, the candidates, working with the Assessor, take part in a two minute structured interchange, describing people or a scene, their location/ its contents. The material for Part Two takes the form of pictures of scenes/ people. Each candidate has a variant of the same material.
 - Part Three takes the form of a simple conversation extended from the topic in Part Two and should last for approximately two minutes.

JETSET 1 Reading Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple-choice tasks with some use of picture cues. The tasks include:
 - selecting answers to questions on, for example, age, appearance depicted in pictures
 - matching questions to responses
 - selecting answers to questions about the location of people and objects in a picture
 - reading a short dialogue and indicating understanding of detail
 - reading short descriptions and matching to pictures
 - matching statements to questions presented in speech bubble format.

JETSET 1 Writing Test

- One written externally set and marked paper.
- The examination will be one hour
- The examination will consist of 40 marks
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six writing tasks. The tasks include:
 - writing appropriate responses to a series of questions
 - writing questions to correspond to given statements
 - writing numerals as words and using the plural forms of nouns
 - filling gaps in questions and responses based on a series of small picture cues
 - filling gaps in short text, based on picture cues
 - writing a short composition to describe a picture.

JETSET 1 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work. A variety of verbs in the present tense is used throughout.
 - In the first part candidates are required to listen for understanding of specific detail and select True or False in answer to ten questions.
 - In the second part candidates are required to listen for understanding of

specific detail and select an answer from four picture prompts.

JETSET 1 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, the candidates respond to Personal Profile questions based on the functions, topics and vocabulary prescribed in the content of this specification. This part of the test should last for approximately one minute per candidate. The material for Part One is provided as a list of questions for the assessor to draw from.
 - In Part Two, the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material.
 - Part Three takes the form of a two-minute simple conversation extended from the topic in Part Two and related to candidates' own experiences.

JETSET 2 Reading Test

- One written externally set and marked paper.
- The examination will be one hour
- The examination will consist of 40 marks
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass
- The paper consists of six multiple-choice tasks with some use of picture cues. The tasks include:
 - comprehending short text for detail and gist
 - selecting suitable words to fill gaps in narrative
 - reading descriptions and answering questions about them
 - selecting verbs to complete a series of statements
 - matching questions to responses
 - selecting suitable words to fill gaps in dialogue.

JETSET 2 Writing Test

- One written externally set and marked paper.
- The examination will be one hour.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass
- The paper consists of six writing tasks. The tasks include:
 - inserting the required verb in a gapped text
 - completing questions based on a timetable
 - filling gaps in information given in tabulated form
 - inserting capital letters in a short text
 - completing gapped sentences concerning location and direction
 - writing a short composition describing activities depicted in a picture.

JETSET 2 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work. Some Past Simple verb forms will be used.
 - In the first part candidates are required to listen for understanding of specific detail and select True or False in answer to ten questions.
 - In the second part candidates are required to listen for understanding of specific detail and select an answer from four picture prompts.

JETSET 2 Speaking Test (optional)

- One written externally set and marked paper.
- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. This part of the test should last for approximately one minute per candidate. The material for Part One is provided as a list of questions

for the assessor to draw from.

- In Part Two the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a picture of activities. Each candidate has a variant of the same material.
- Part Three takes the form of a two minute conversation extended from the topic in Part Two and related to candidates' own experiences.

JETSET 3 Reading Test

- One written externally set and marked paper.
- The examination will be 75 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple-choice tasks. The tasks include:
 - comprehending specific detail and gist in a factual text
 - comprehending specific detail and gist in a dialogue
 - matching statements to appropriate texts
 - producing appropriate question tags in a dialogue
 - selecting appropriate response in conversational extracts
 - selecting the appropriate word to fill gaps in a factual text.

JETSET 3 Writing Test

- One written externally set and marked paper.
- The examination will be 75 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six writing tasks. The tasks include:
 - producing whole sentence answers to a series of questions
 - expressing simple conditions using picture cues
 - completing gapped sentences with the correct form of the word in brackets
 - completing a gapped dialogue
 - completing answers to questions based on reading of a text
 - writing a letter.

JETSET 3 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work.
 - In the first part candidates are required to listen for understanding of specific detail and select True or False in answer to ten questions.
 - In the second part candidates are required to listen for understanding of specific detail and select an answer from four written prompts.

JETSET 3 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor, and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. This part of the test should last for approximately one minute per candidate. The material for Part One is provided as a list of questions for the assessor to draw from.
 - In Part Two the candidates, working in pairs, take part in a two minute structured interchange with the assessor. The material for Part Two takes the form of a narrative based on a picture sequence. Each candidate has a variant of the same material.
 - Part Three takes the form of a two-minute conversation extended from the topic in Part Two and related to candidates' own experiences.

JETSET 4 Reading Test

- One written externally set and marked paper.
- The examination will be 80 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of six multiple-choice tasks. The tasks include:
 - comprehending specific detail and gist in a factual text
 - selecting the appropriate word to fill gaps in a short text
 - selecting the appropriate relative pronoun to insert into a gapped text
 - selecting the appropriate preposition to insert into a gapped text
 - completing conditional sentences
 - selecting appropriate verb tense to insert in sentences.

JETSET 4 Writing Test

- One written externally set and marked paper.
- The examination will be 80 minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass
- The paper consists of six writing tasks. The tasks include:
 - reading a text in reported speech and reproducing it as a dialogue
 - producing appropriate question tags in a dialogue
 - changing sentences from active into passive voice
 - completing the required part of conditional sentences
 - expanding note-form statements and questions into sentences
 - writing a letter to express a point of view.

JETSET 4 Listening Test

- One written externally set and marked paper.
- The examination will be 30 minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of a story or narrative in two parts, recorded on disc. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a final reading to enable them to check their work.
 - In the first part candidates are required to listen for understanding of specific detail and select True, False or Not Given in answer to ten questions.
 - In the second part candidates are required to listen for understanding of specific detail and gist and select an answer from four written prompts.

JETSET 4 Speaking Test (optional)

- The examination will be five minutes.
- The examination will consist of 20 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about five minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. This part of the test should last for approximately one minute. The material for Part One is provided as a list of questions for the assessor to draw from.
 - In Part Two, the candidates, working in pairs, take part in a two minute structured Interchange with the assessor. The material for Part Two takes the form of a picture depicting an incident. Each candidate has a variant of the same material.
 - In Part Three takes the form of a two-minute discussion extended from the topic in Part Two and related to candidates' own experiences.

JETSET 5 Reading Test

- One written externally set and marked paper.
- The examination will be 90 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight multiple-choice tasks. The tasks include:
 - selecting the correct verb form to insert in a gapped dialogue
 - reading for gist a series of paragraphs linked to a common topic and selecting an appropriate heading for each
 - selecting answers to questions based on the same text
 - selecting a suitable response in a dialogue
 - matching words or phrases to their dictionary definitions
 - reading an extended factual text for comprehension of detail
 - showing an understanding of idiomatic expression
 - selecting appropriate words for insertion into a gapped, factual text.

JETSET 5 Writing Test

- One written externally set and marked paper.
- The examination will be 90 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight writing tasks. The tasks include:
 - producing the correct verb form in a gapped dialogue from a supplied infinitive
 - rendering part of the same text into indirect speech
 - producing appropriate responses to statements and questions
 - re-writing sentences in a different grammatical/syntactical way, as indicated by the starter word for each
 - filling gaps in a short text with a suitable word
 - extracting the key points from a text and writing them in bullet point form
 - writing a short composition of about a paragraph length requiring a point of view to be given
 - producing a piece of extended writing from a choice of two options.

JETSET 5 Listening Test

- One written externally set and marked paper.
- The examination will be 45 minutes.
- The examination will consist of 30 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of three parts recorded on disc. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable them to check their work.
 - In the first part candidates are required to listen for understanding of specific detail and select True, False or Not Given in answer to ten questions.
 - In the second part candidates are required to listen for understanding of specific detail and select an answer from four written prompts.
 - In the third part candidates are required to listen for understanding of gist and select an answer from four written prompts.

JETSET 5 Speaking Test (optional)

- The examination will be eight minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, which should last for approximately three to four minutes, the candidates respond to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. The assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the assessor to draw from.
 - In Part Two, the candidates, working in pairs, engage in a five minute interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating and decision-making.
 - The material for Part Two can take the form of **either** a list requiring selection of a finite number of items and then comparing and discussing the choices made by the partner **or** comparing two different set of information and then discussing and agreeing on a day and time to do something with the partner.
 - In Part Three takes the form of a five minute extended discussion from the topic in Part Two and related to candidates' own experiences and knowledge.

JETSET 6 Reading Test

- One written externally set and marked paper.
- The examination will be 90 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight multiple choice tasks. The tasks include:
 - reading for gist a series of paragraphs linked to the same topic and selecting an appropriate heading for each
 - selecting answers to questions based on the same text
 - matching synonyms
 - selecting suitable words to fill gaps in a text
 - identifying grammatical errors
 - selecting the correct verb form in a gapped text
 - reading an extended factual text for comprehension of detail
 - reading an extended text for comprehension of gist/idiom.

JETSET 6 Writing Test

- One written externally set and marked paper.
- The examination will be 105 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight writing tasks. The tasks include:
 - producing the correct verb form in a gapped text from the infinitive supplied
 - producing appropriate parts of speech to insert into a gapped text of dialogue
 - re-writing sentences in a different grammatical/ syntactical way
 - filling gaps in a short text with a suitable word
 - producing appropriate responses to statements and questions
 - extracting the key points from a text and writing a summary
 - writing a short composition to express a point of view
 - producing a piece of extended writing from a choice of two options giving scope for development of ideas.

JETSET 6 Listening Test

- One written externally set and marked paper.
- The examination will be 45 minutes.
- The examination will consist of 30 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of three parts recorded on disc. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read slowly, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable them to check their work.
 - In the first part candidates are required to listen for understanding of specific detail and select True, False or Not Given in answer to ten questions.
 - In the second part candidates are required to listen for understanding of specific detail and select an answer from four written prompts.
 - In the third part candidates are required to listen for understanding of gist and select an answer from four written prompts.

JETSET 6 Speaking Test (optional)

- The examination will be eight minutes.
- The examination will consist of 40 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The Speaking test consists of three parts and should last about eight minutes for each candidate. Usually two candidates take part in a testing session together. The tests are conducted by an internal assessor and Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined.
 - In Part One, which should last for approximately three to four minutes, the candidate responds to Personal Profile questions based on the topics, functions and vocabulary prescribed in the content of this specification. The assessor will pick up on some of the points and explore these in greater depth with the candidate. The material for Part One is provided as a list of questions for the assessor to draw from.
 - In Part Two, the candidates, working in pairs, take part in a five minute structured interchange involving selecting, reasoning, comparing, discussing, collaborating, negotiating, decision-making. The material for Part Two can take the form of either choosing items from a list, establishing own choices in order of priority and comparing and contrasting choices in discussion with the partner or from a list of possible items or activities, discuss preferences and make a choice for an item or an outing with the partner.
 - In Part Three takes the form of a five minute extended discussion from the topic in Part Two and related to candidates' own experiences and knowledge.

JETSET 7 Reading Test

- One written externally set and marked paper.
- The examination will be 120 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight multiple-choice tasks. The tasks include:
 - selecting the correct heading to show global understanding
 - selecting the correct meaning to show understanding of vocabulary
 - selecting the correct variation on a stem word
 - reading a text for comprehension of detail
 - selecting a suitable verb form to fill a gapped text
 - selecting a suitable idiomatic phrase to fill a gapped text
 - reading two themed texts to show understanding of opinion, purpose, attitude, inference, main idea, organisation

JETSET 7 Writing Test

- One written externally set and marked paper.
- The examination will be 120 minutes.
- The examination will consist of 60 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The paper consists of eight writing tasks. The tasks include:
 - producing an appropriate grammatical or lexico-grammatical item in a gapped text
 - producing an appropriate idiom in a gapped text
 - producing the correct verb form in a gapped text from the infinitive supplied
 - re-writing sentences in a different grammatical/syntactical way
 - writing an email or letter
 - writing a review
 - extracting the key points from a text and writing a summary
 - writing an article, essay or report from a choice of two options.

JETSET 7 Listening Test

- One written externally set and marked paper.
- The examination will be 45 minutes.
- The examination will consist of 30 marks.
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass.
- The test consists of three parts recorded on disc. Candidates are expected to answer multiple-choice questions on each part. The texts are selected to cover a variety of registers of language – colloquial, semi-formal, formal, as would be encountered in conversations, dialogues, discussions, announcements or expository discourse. Candidates are allowed five minutes to read through the questions before the recording begins. The text is read at normal speed, twice, with pauses to allow candidates time to write their responses. There is a longer pause between each part. There is a final reading to enable candidates to check their work.
 - In the first part, candidates are required to listen to a lecture for understanding of specific detail and select True, False or Not Given in answer to ten questions.
 - In the second part, candidates are required to listen to a discussion and determine the speakers' attitudes and opinions. There are ten statements with three options.
 - In the third part, candidates are required to listen to an interview and answer ten questions by selecting one of three options.

JETSET 7 Speaking Test (optional)

- The examination will be eight minutes
- The examination will consist of 40 marks
- Candidates will be graded Pass/Merit/Distinction. A result of Fail will be recorded where candidates do not achieve the required marks for a Pass
- 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 test should be with two candidates and one assessor. The test should last about eight minutes for each candidate or 15-16 minutes in total length. There will be three parts to the test, each part to be conducted by an internal assessor where Parts One and Two are based on material externally set by Pearson. The assessor is provided with sufficient material to ensure a reasonable rotation of tasks across the group(s) of candidates being examined. The assessor must be fully competent in their own level of English in order to conduct the tests, particularly at the higher levels.
 - Part 1 of the test will be approximately two to three minutes long, in order to relax and settle the candidates, and for the Assessor to 'tune in' to the candidates' voices.
 - Part 2 of the test will be approximately six minutes long. Candidate A will be given brief prompt card to study for about 30 seconds. Candidate A will give their opinion on the subject for about one minute. Candidate B will then be invited to comment for a further minute.
 - Candidate B will then be given a brief prompt card to study for about 30 seconds. Candidate B will give their opinion for about one minute. Candidate A will then be invited to comment for a further minute.
 - The prompt cards will both be on a broadly related topic.
 - Part 3 of the test will be approximately six minutes long. The assessor will expand the topic further with both candidates, and engage in a three-way discussion.

Assessment criteria

Listening and Reading (all Levels)

All of the Listening and Reading Tests are multiple-choice.

Writing (Levels 1-7)

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

Marking scale and interpretations (Levels 1, 2, 3 and 4)

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

(Total out of 10)

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

Unassembled 'lifting' restricts marks in each band.

No half marks.

Marking Scale and interpretations (5 and 6)

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

(Total out of 10)

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

Unassembled 'lifting' restricts marks in each band.

No half marks

Marking scale and interpretations (Level 7)

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

(Total out of 10)

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

Unassembled 'lifting' restricts marks in each band.

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

Marking descriptors

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

Marking scale and interpretations

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

Give 0 when the task is not attempted

Allocation of marks

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

Example of marks given for Foundation Speaking Test

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

Speaking component (Levels 5, 6 and 7)

Marking descriptors

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

Marking scale and interpretations

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

Give **0** when the task is not attempted

Allocation of marks

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

Example of marks given for JETSET 5 Speaking Test

Descriptors	Part One	Part Two	Part Three
Accuracy		1-2 3-4 ⑤-6	1-2 ③-4 5-6
Appropriateness		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			

Entry and assessment information

Please see the LCCI International Qualification Operations Guide for Centres and the LCCI Examination Regulations, available from our website.

Student entry

Details on how to enter candidates for the examination for this qualification can be found at qualifications.pearson.com

The closing date for entries is approximately six weeks before the start of each examination series. Centres should refer to the published examination timetable for examination dates.

The JETSET qualifications can be ordered and sat only via a Pearson registered centre. If you wish to register as a Pearson centre, please contact Pearson customer services or your regional Pearson/LCCI IQ representative for a centre registration form.

JET SET qualifications are available on-demand and can be ordered via the Pearson exam registration system CAMPUS. If you do not have access to CAMPUS then either contact Pearson customer services via the details below or contact your regional Pearson/LCCI IQ representative.

International Account Services – LCCI
190 High Holborn
London
WC1V 7BH

Speaking component

Marking and moderation

Centre assessors must assess the speaking component. Assessments are available from Pearson. Completed assessments must be recorded and a sample retained by the centre for moderation. Pearson will contact centres to request moderation samples as required. Please see the LCCI International Qualification *Centre Guidance - Instructions for Internally Assessed Units* available from our website.

Authentication

All centre assessors and candidates must complete the Speaking Component Authentication Form (*Appendix 6*).

Combinations of entry

There are no forbidden combinations of entry for this qualification.

Age

At the first five levels (foundation, 1, 2, 3 and 4), the assessments for the JETSET qualifications have been contextualised according to learner age. This means that they are available as either Junior English Tests (JET versions), which have been specifically contextualised for young students from the ages of 6 -16, or as Senior English Tests (SET versions), which have been contextualised for adult students (aged 16 years and above).

The assessments for the top three JETSET levels (5, 6 and 7) are not contextualised according to learner age due to the advanced levels of language required and under the assumption that very young students would not be put forward for these higher level assessments. The assessments for these three levels are therefore generic and are suitable for candidates of all ages.

Resitting the qualification

Candidates can re-sit the examinations.

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

Awarding and reporting

These qualifications are certificated on a three-grade scale: Pass/Merit/Distinction.

Pass and distinction are awarded, merit is arithmetically calculated.

Grade	Achievement	Recommended action/Progression
<i>Distinction</i>	<i>75% +</i>	<i>Proceed to next level</i>
<i>Merit</i>	<i>60 – 74%</i>	<i>Proceed to next level</i>
<i>Pass</i>	<i>50 - 59%</i>	<i>Proceed to next level</i>
<i>Below Threshold</i>	<i>< 50%</i>	<i>Further study required / Retake level</i>

* At the teachers discretion

NB: Notional grade boundaries for Pass, Merit and Distinction are shown above. Grade boundaries are reviewed for each examination paper and may therefore differ from the notional grade boundaries stated within this specification.

Grades will be determined on the basis of the average score attained across the three mandatory components (Listening, Reading and Writing) and will be printed on the certificate. The individual component results will be detailed on the certificate as the percentage of marks achieved. All candidates will be issued with a results slip but only those candidates achieving a Pass grade or above will now be issued with a certificate.

Centres may choose to enter candidates for the optional speaking component. Results will not contribute to overall grading but will be separately listed on the certificate.

This system of grading will allow candidates (and teachers) to identify when achievement has been sufficient to be awarded the qualification and progress to the next level, or if further study is required as per the table above.

Access arrangements, reasonable adjustments and special consideration

Access arrangements

Access arrangements are agreed before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

The intention behind an access arrangement is to meet the particular needs of an individual student with a disability without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

Access arrangements should always be processed at the start of the course. Students will then know what is available and have the access arrangement(s) in place for assessment.

Reasonable adjustments

The Equality Act 2010 requires an awarding organisation to make reasonable adjustments where a person with a disability would be at a substantial disadvantage in undertaking an assessment. The awarding organisation is required to take reasonable steps to overcome that disadvantage.

A reasonable adjustment for a particular person may be unique to that individual and therefore might not be in the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, which will include:

- the needs of the student with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and

- the likely impact of the adjustment on the student with the disability and other students.

An adjustment will not be approved if it involves unreasonable costs to the awarding organisation, timeframes or affects the security or integrity of the assessment. This is because the adjustment is not 'reasonable'.

Special consideration

Special consideration is a post-examination adjustment to a student's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Further information

Please see our website or email internationalenquiries@pearson.com for further information about how to apply for access arrangements and special consideration.

For further information about access arrangements, reasonable adjustments and special consideration please refer to the JCQ website: www.jcq.org.uk.

Equality Act 2010 and Pearson equality policy

Equality and fairness are central to our work. Our equality policy requires all students to have equal opportunity to access our qualifications and assessments, and our qualifications to be awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

You can find details on how to make adjustments for students with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, which is on our website, qualifications.pearson.com.

Malpractice

For up-to-date information on malpractice please refer to the latest Joint Council for Qualifications (JCQ) *Suspected Malpractice in Examinations and Assessments* document, available on the JCQ website: www.jcq.org.uk

Language of assessment

Assessment of this specification will be in English only.
Assessment materials will be published in English only and all work submitted for examination must be in English only.

Other information

Student recruitment

Pearson follows the JCQ policy concerning recruitment to our qualifications in that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

Prior learning and other requirements

There are no formal entry requirements for this qualification. Students may be studying in a local language but the assessment will be in English.

Progression

Preparation for any of the qualifications in this suite would furnish early ESOL (English for Speakers of Other Languages) students 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 students with an awareness of the important basic grammatical structures of English and enable those operating at around UK National Curriculum Steps 1 and 2, to progress towards achieving the main levels of the National Curriculum for English, to GCSE and perhaps beyond.

Codes

The following qualifications are approved by Ofqual and meet the Ofqual General Conditions for inclusion on the Register of Regulated Qualifications. The Qualification Numbers (QN) are:

Pearson LCCI Entry 1 Certificate in ESOL International
(CEFR A1): 601/5628/4

Pearson LCCI Entry 2 Certificate in ESOL International
(CEFR A2): 601/5629/6

Pearson LCCI Entry 3 Certificate in ESOL International
(CEFR B1): 601/5630/2

Pearson LCCI Level 1 Certificate in ESOL International
(CEFR B2): 601/5625/9

Pearson LCCI Level 2 Certificate in ESOL International
(CEFR C1): 601/5626/0

Pearson LCCI Level 3 Certificate in ESOL International
(CEFR C2): 601/5627/2

The subject codes for the Pearson LCCI JETSET/ESOL qualifications are:

ASE10148 – JETSET Writing (JET)
ASE10152 – JETSET Writing (JET)
ASE10156 – JETSET Writing (JET)
ASE10160 – JETSET Writing (JET)
ASE10202 – JETSET Writing (JETSET)
ASE10206 – JETSET Writing (JETSET)
ASE20064 – JETSET Writing (JETSET)
ASE10145 – JETSET Speaking (JET)
ASE10149 – JETSET Speaking (JET)
ASE10153 – JETSET Speaking (JET)
ASE10157 – JETSET Speaking (JET)
ASE10161 – JETSET Speaking (JET)
ASE10203 – JETSET Speaking (JETSET)
ASE10207 – JETSET Speaking (JETSET)
ASE20065 – JETSET Speaking (JETSET)
ASE10143 – JETSET Listening (JET)
ASE10146 – JETSET Listening (JET)
ASE10150 – JETSET Listening (JET)
ASE10154 – JETSET Listening (JET)
ASE10158 – JETSET Listening (JET)
ASE10200 – JETSET Listening (JETSET)
ASE10204 – JETSET Listening (JETSET)
ASE20062 – JETSET Listening (JETSET)
ASE10144 – JETSET Reading (JET)
ASE10147 – JETSET Reading (JET)
ASE10151 – JETSET Reading (JET)
ASE10155 – JETSET Reading (JET)
ASE10159 – JETSET Reading (JET)
ASE10201 – JETSET Reading (JETSET)
ASE10205 – JETSET Reading (JETSET)
ASE20063 – JETSET Reading (JETSET)

The subject code is used by centres to enter students for a qualification. Centres will need to use the entry codes only when claiming students' qualifications.

Support, training and resources

Training

Pearson offers support and training to teachers on standard of delivery and preparing students to meet the assessment requirements.

Specifications, Sample Assessment Materials and Teacher Support Materials

The Pearson LCCI JETSET/ESOL Sample Assessment Materials document can be downloaded from our website.

To find a list of all the support documents available please visit our website.

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

Please note that some of the books on the listed below are suitable for very young students and others are suitable for slightly older young students. Please take time to research titles thoroughly before deciding which are most suitable for your students. Reference to the Junior English Test practice assessments materials is also strongly recommended. They can be downloaded via from the Pearson LCCI website (qualifications.pearson.com)

Dictionaries (all levels)

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

Ashworth J and Clarke J – *Longman Picture Dictionary English* (Longman, 1992)
ISBN 9780175564545

Brown D – *Macmillan Picture Dictionary* (Macmillan, 1996) ISBN 9780333647912

Barrowclough C – *Macmillan Children's Dictionary* (Macmillan, 2001)
ISBN 9780333953037

Hill L and Innes C – *Oxford Children's Picture Dictionary* (2nd edition) (Oxford University Press, 1997) ISBN 9780194314749

Brown K – *Oxford Basic English Dictionary* (Oxford University Press, 2006)
ISBN 9780194317191

Cambridge University Press – *Cambridge Essential English Dictionary* (Cambridge University Press, 2004) ISBN 9780521005371

Oxford Essential Dictionary – (Oxford University Press, 2006) ISBN 9780194317184

Vale D and Mullaney S – *Cambridge Picture Dictionary* (Cambridge University Press, 1996) ISBN 9780521559973

Woodford K and Walter E – *Cambridge Learner's Dictionary* (3rd Edition) (Cambridge University Press, 2007) ISBN 9780521681964

JETSET Foundation level

Bates-Treloar F and Thompson, S – *Start with English: Pupil's Book Audio CD A* (Young Learners Go!) (Marshall Cavendish ELT, 2006) ISBN 9780462008301

Start with English: Teacher's Guide A (Young Learners Go!) ISBN 9780462008288

Start with English: Workbook 1A (Young Learners Go!) Audio CDs (2)
ISBN 9780462008493

Bowen M and Ellis P – *Macmillan English 1 Language Book* (Macmillan, 2006) ISBN 9781405013673

Macmillan English: Fluency Book 1 ISBN 9781405003650

Macmillan English 1: Practice Book ISBN 9781405017152

Macmillan English 1: Teacher's Guide ISBN 9781405013734

Macmillan English 1: Language CD Audio CD ISBN 9781405096171

Macmillan English 1: Fluency Audio CD ISBN 9780230022812

Grammar and Games CD-ROM ISBN 9781405017091

Bruni C – *English Adventure Starter A* (Pearson Longman, 2005) ISBN 9780582791466

English Adventure Starter A Activity Book ISBN 9780582791404

English Adventure Starter A Teacher's Book ISBN 9780582791497

Bruni C – *English Adventure Starter B Activity Book* (Longman, 2005)
ISBN 9780582791527

English Adventure Starter B Pupil's Book ISBN 9780582791572

English Adventure Starter B Teacher's Book ISBN 9780582791602

Gerngross G and Puchta H – *Join Us for English Starter Pupil's Book* (Cambridge Uni Press, 2006) ISBN 9780521679053

Join Us for English Starter Activity Book ISBN 9780521679060

Join Us for English Starter Language Portfolio ISBN 9780521679138

Join Us for English Starter Language Teacher's Book ISBN 9780521679077

Harper K and Cadwallader J – *Stardust 1: Class Book* (Oxford University Press, 2005) ISBN 9780194303507

Stardust 1: Teacher's Book ISBN 9780194303552

Stardust 1: Activity Book ISBN 9780194305242

Stardust 1: Audio CD ISBN 780194303897

Herrera M and Pinkley D – *Backpack Starter Level Student's Book* (Longman, 2005) ISBN 9781405800143

Backpack Starter Level Workbook, ISBN 9781405800211

Backpack Starter Level Teacher's Guide, ISBN 9781405800280

Backpack (Global) Students Starter Audio CD ISBN 9780582856905

Ling J and Smith A – *My Pals are Here! English: Audio CD 1A* (Marshall Cavendish ELT, 2006) ISBN 9780462006369

My Pals are Here! English: Textbook 1A ISBN 9780462008684

My Pals are Here! English: Teachers Guide 1A with Audio CD 9780462008806

My Pals are Here! English: Workbook 1A 9780462008745

Ling J and Smith A – *My Pals are Here! English Workbook 1B* (Marshall Cavendish ELT, 2006) Audio CD ISBN 9780462006376

My Pals are Here! English Workbook 1B Student's Book ISBN 9780462008981

My Pals are Here! English: Teachers Guide 1B with Audio CD 9780462009070

My Pals are Here! English: Textbook 1B ISBN 9780462008929

Phillips S et al – *Incredible English 1: Class Book* (Oxford University Press, 2006) ISBN 9780194440073

Incredible English 1: Activity Book ISBN 9780194440134

Incredible English 1: Teacher's Book ISBN 9780194441308

Incredible English 1: Class Audio CD ISBN 9780194440370

Skinner C – *Excellent Starter Pupil's Book* (Longman, 2004) ISBN 9780582778313

Excellent: Starter Teacher's Guide ISBN 9780582778320

Excellent! Starter Cassette ISBN 9780582778337

JETSET 1

Bates-Treloar F and Thompson, S – *Start with English: Pupil's Audio CD B (Young Learners Go!)* (Marshall Cavendish, 2006) ISBN 9780462008318

Start with English: Pupil's Book B (Young Learners Go!) ISBN 9780462008257

Start with English: Teacher's Book B (Young Learners Go!) (ISBN 9780462008295

Start with English: Workbook 1 B (Young Learners Go!) Audio CD ISBN 9780462008523

Blair A and Cadwallader J – *Stardust 2: Activity Book* (Oxford University Press, 2005) ISBN 9780194303941

Stardust 2: Audio CD ISBN 9780194303903

Stardust 2: Class Book ISBN 9780194303514

Stardust 2: Teacher's Book ISBN 9780194303569

Blair A and Cadwallader J – *Stardust 3: Activity Book* (Oxford University Press, 2005) ISBN 9780194303958

Stardust 3: Audio CD ISBN 9780194303910

Stardust 3: Class Book ISBN 9780194303521

Stardust 3: Teacher's Book ISBN 9780194303576

Bradshaw C and Hadfield J – *Excellent! Level 1 Pupil's Book* (Longman, 2004) ISBN 9780582778344

Excellent: Teacher's Guide Level 1 ISBN 9780582778375

Excellent: Activity Book Level 1 ISBN 9780582778351

Bradshaw C and Worrall A – *Excellent* (Longman, 2003) Audio Cassettes ISBN 9780582778368

Dallas D and Pelham, L – *New Let's Learn English: Pupils' Book 1* (2006) Longman ISBN 9781405820936

New Let's Learn English: Teacher's Book 1 ISBN 9781405802697

New Let's Learn English Activity Book 1 ISBN 9781405802758

New Let's Learn English: Vol 1 CD-ROM 9780582856622

New Let's Learn English 1 Class Cassettes 1-2 ISBN 9780582856561

Dallas D and Pelham L – *New Let's Learn English Pupils' Book 2* (Longman, 2005) ISBN 9781405802642

New Let's Learn English Teacher's Book: Book 2 ISBN 9781405802703

New Let's Learn English Activity Book: Book 2 ISBN 9781405802765

New Let's Learn English: Vol 2 CD-ROM ISBN 9780582856639

New Let's Learn English 2 Class Cassettes 1-2 ISBN 9780582856578

Gerngross G and Puchta H – *Join Us for English 1 Activity Book (Join in)* (Cambridge University Press, 2006) ISBN 9780521679169

Join Us for English 1 Language Portfolio (Join in) ISBN 9780521679237

Join Us for English 1 Pupil's Book (Join in) ISBN 9780521679152

Join Us for English 1 Teacher's Book (Join in) ISBN 9780521679176

Gerngross G and Puchta H – *Join Us for English 2 Activity Book: Level 2 (Join in)* (Cambridge University Press, 2006) ISBN 9780521679268

Join Us for English 2 Language Portfolio (Join in) ISBN 9780521679336

Join Us for English 2 Pupil's Book (Join in) ISBN 9780521679251

Join Us for English 2 Teacher's Book: Level 2 (Join in) ISBN 9780521679275

Herrera M and Pinkley D – *Backpack Level 1 Student's Book* (Longman, 2005) ISBN 9781405800082

Backpack Level 1 Workbook ISBN 9781405800150

Backpack Level 1 Students CD: (Global) Students No.1 Audio CD ISBN 9780582856899

Backpack Level 1 Students CD-ROM: No.1 ISBN 9780582893894

Herrera M and Pinkley D – *Backpack Level 2 Student's Book* (Longman, 2005) ISBN 9781405800099

Backpack Level 2 Teacher's Guide ISBN 9781405800235

Backpack Level 2 Workbook ISBN 9781405800167

Backpack Level 2 Students CD (Global) Students No.2 Audio CD ISBN 9780582856882

Backpack Level 2 Students CD-ROM 2: No. 2 ISBN 9780582893887

Hughes et al – *Macmillan English Language Book 2* (Macmillan, 2006) ISBN 9781405013680

Macmillan English 2: Fluency Book ISBN 9781405003667

Macmillan English 2: Practice Book ISBN 9781405017169

Young Writers 2 (Macmillan English) ISBN 9781405017190

Macmillan English 2: Teacher's Guide ISBN 9781405013741

Macmillan English 2: Fluency Audio CD ISBN 9780230022836

Macmillan English CD-ROM ISBN 9781405017107

Ling J and Smith A – *My Pals are Here! English: Audio CD 2A* (Marshall Cavendish ELT, 2006) ISBN 9780462006383

My Pals are Here! English: Textbook 2A ISBN 9780462008691

My Pals are Here! English: Teachers Guide 2A ISBN 9780462008813

My Pals are Here! English: Workbook 2A ISBN 9780462008752

Ling J and Smith, A – *My Pals are Here! English: Audio CD 2B* (Marshall Cavendish ELT, 2006) ISBN 9780462006390

My Pals are Here! English: Workbook 2B ISBN 9780462008998

My Pals are Here! English: Teachers Guide 2B with Audio CD ISBN 9780462009087

My Pals are Here! English: Textbook 2B ISBN 9780462008936

Phillips S and Morgan M – *Incredible English 2: Class Book* (Oxford University Press, 2007) ISBN 9780194440080

Incredible English 2: Activity Book ISBN 9780194440141

Incredible English 2: Teacher's Book Pack ISBN 9780194441315

Incredible English 2: Class Audio CD ISBN 9780194440387

Worrall A – *English Adventure Pupil's Book plus Picture Cards Level 1* (Longman, 2005)
ISBN 9780582791688

English Adventure Level 1 Activity Book ISBN 9780582791633

English Adventure Level 1 Teacher's Book ISBN 9780582791718

Worrall A – *English Adventure Level 2 Pupil's Book plus Picture Cards* (Longman, 2005)
ISBN 9780582793859

English Adventure Level 2 Activity Book ISBN 9780582791749

English Adventure Teacher's Book Level 2 ISBN 9780582791800

JETSET 2

Bates-Treloar F and Thompson S – *Move with English: Pupil's Book A* (Young Learners Go!) (Marshall Cavendish, 2006) ISBN 9780462008325

Move with English: Pupil's Audio CD A (Young Learners Go!) ISBN 9780462008387

Move with English: Teacher's Guide A (Young Learners Go!) ISBN 9780462008363

Move with English: Workbook Audio CD A (Young Learners Go!) ISBN 9780462008554

Bates-Treloar F and Thompson S – *Move with English: Pupil's Audio CD B* (Young Learners Go) (Marshall Cavendish, 2006) ISBN 9780462008394

Move with English: Pupil's Book B (Young Learners Go!) ISBN 9780462008332

Move with English: Teacher's Guide B (Young Learners Go!) ISBN 9780462008370

Move with English: Workbook Audio CD B ISBN 9780462008585

Blair A and Cadwallader J – *Stardust 4: Class Book* (Oxford University Press, 2006)
ISBN 9780194303538

Stardust 4: Teacher's Book ISBN 9780194303583

Stardust 4: Activity Book ISBN 9780194303965

Stardust 4: Audio CD ISBN 9780194303927

Blair A and Cadwallader J – *Stardust 5: Class Book* (Oxford University Press, 2005)
ISBN 9780194303545

Stardust 5: Teacher's Book ISBN 9780194303590

Stardust 5: Activity Book ISBN 9780194303972

Stardust 5: Audio CD ISBN 9780194303934

Bradshaw C and Hadfield J – *Excellent! Level 2 Activity Book* (Longman, 2004)
ISBN 780582778412

Excellent 2 Teacher's Guide ISBN 9780582778429

Excellent: Pupil's Book Level 2 ISBN 9780582778405

Dallas D and Pelham L – *New Let's Learn English 3 Pupils' Book* (Longman, 2006) ISBN 9781405802659

New Let's Learn English Teacher's Book: Book 3 ISBN 9781405802710

New Let's Learn English Activity Book: Book 3 ISBN 9781405802772

New Let's Learn English: Volume 3 CD-ROM ISBN 9780582856646

New Let's Learn English Class Cassette v.3 9780582856585

Dallas D and Pelham L – *New Let's Learn English: Pupils' Book 4* (Longman, 2006) ISBN 9781405802666

New Let's Learn English: Teacher's Book 4 ISBN 9781405802727

New Let's Learn English: Activity Book 4 ISBN 9781405802789

New Let's Learn English: Volume 4 CD-ROM ISBN 9780582856653

New Let's Learn English 4: Class Cassette 1-2 ISBN 9780582856592

Fidge L and Hocking L – *Macmillan English 3: Language Book* (Macmillan, 2006) ISBN 9781405013697

Macmillan English 3: Fluency Book ISBN 9781405003674

Fidge L and Bowen M – *Macmillan English 3: Practice Book* (Macmillan, 2006) ISBN 9781405017176

Gerngross G and Puchta H – *Join Us for English 3 Pupil's Book (Join in)* (Cambridge University Press, 2006) ISBN 9780521679374

Join Us for English 3 Activity Book: Level 3 (Join in) ISBN 9780521679381

Join Us for English 3 Language Portfolio: Level 3 (Join in) ISBN 9780521679442

Join Us for English 3 Teacher's Book: Level 3 (Join in) ISBN 9780521679398

Hearn, I – *English Adventure 3 Pupil's Book plus Reader 3* (Longman, 2005) ISBN 9780582791879

English Adventure Level 3 Activity Book ISBN 9780582791831

English Adventure: Teacher's Book Level 3 ISBN 9780582791909

Herrera M and Pinkley D – *Backpack 3 Student's Book* (Longman, 2005) ISBN 9781405800105

Backpack 3 Student's CD ISBN 9780582856875

Backpack Level 3 Workbook ISBN 9781405800174

Backpack Level 3 Teacher's Book ISBN 9781405800242

Herrera M and Pinkley D – *Backpack 4 Student's Book* (Longman, 2005) ISBN 9781405800112

Backpack Level 4 Workbook ISBN 9781405800181

Backpack: (Global) Students No. 4 Audio CD ISBN 9780582856868

Hughes et al – *Young Writers 3 (Macmillan English)* (Macmillan, 2006) ISBN 9781405017206

Hocking L – *Macmillan English 3: Teacher's Guide* (Macmillan, 2006) ISBN 9781405013758

Ling J and Smith A – *My Pals are Here! English Audio CD 3A* (Marshall Cavendish, 2006) ISBN 9780462006413

My Pals are Here! Textbook 3A ISBN 9780462008707

My Pals are Here! English Teachers Guide 3A ISBN 9780462008820

My Pals are Here! English Workbook 3A ISBN 9780462008769

Ling J and Smith A – *My Pals are Here! English Audio CD 3B* (Marshall Cavendish, 2006) ISBN 9780462006420

My Pals are Here! English: Workbook 3B ISBN 9780462009001

My Pals are Here! English: Teachers Guide 3B with Audio CD ISBN 9780462009094

My Pals are Here! English: Textbook ISBN 9780462008943

Phillips S and Morgan M – *Incredible English 3 Class Book* (Oxford University Press, 2007) ISBN 9780194440097

Incredible English 3: Activity Book ISBN 9780194440158

Incredible English 3: Teacher's Book ISBN 9780194440219

JETSET 3

Bates-Treloar F and Thompson S – *Fly with English: Pupil's Audio CD A (Young Learners Go!)* (Marshall Cavendish, 2006) ISBN 9780462008462

Fly with English: Pupil's Book A (Young Learners Go!) ISBN 9780462008400

Fly with English: Workbook A (Young Learners Go!) Audio CD ISBN 9780462008615

Bates-Treloar F and Thompson S – *Fly with English: Pupil's Audio CDs B (Young Learners Go)* (Marshall Cavendish, 2006) ISBN 9780462008479

Fly with English: Pupil's Book B (Young Learners Go!) ISBN 9780462008417

Fly with English: Teacher's Guide B (Young Learners Go!) ISBN 9780462008455

Fly with English: Workbook Audio CD B (Young Learners Go!) ISBN 9780462008646

Fly with English: Pupil's Audio CD B (Young Learners Go!) ISBN 9780462008479

Tan S and Wong Fung Sing – *Fly with English: Teacher's Guide A (Young Learners Go!)* ISBN 9780462008448

Bowen M and Hocking L – *Macmillan English 4: Language Book* (Macmillan, 2007) ISBN 9781405081252

Macmillan English 4: Fluency Book ISBN 9781405081269

Macmillan English 4: Practice Book ISBN 9781405081276

Macmillan English: Teacher's Guide 4 ISBN 9781405081283

Macmillan English 4 Audio CD ISBN 9781405096201

Macmillan English 4 Fluency Audio CD x 2 ISBN 9780230022874

Dallas D and Pelham L – *New Let's Learn English: Activity Book 5* (Longman, 2006)
ISBN 9781405802796

New Let's Learn English: Vol 5 CD-ROM ISBN 9780582856660

New Let's Learn English 5 Class Cassette 1-2 ISBN 9780582856608

New Let's Learn English: Pupils' Book 5 ISBN 9781405802673

New Let's Learn English: Teacher's Book 5 ISBN 9781405802734

Gerngross G and Puchta H – *Join Us for English 4 Activity Book: Level 4 (Join in)*
(Cambridge University Press, 2006) ISBN 9780521679480

Join Us for English 4 Language Portfolio: Level 4 (Join in) ISBN 9780521679541

Join Us for English 4 Pupil's Book (Join in) ISBN 9780521679473

Join Us for English 4 Teacher's Book: Level 4 (Join in) ISBN 9780521679497

Hadfield J and Bradshaw C – *Excellent: Activity Book Level 3* (Longman, 2004)
ISBN 9780582778474

Excellent: Pupil's Book Level 3 ISBN 9780582778467

Excellent: Teacher's Guide Level 3 ISBN 9780582778481

Excellent: Level 3 Audio Cassette ISBN 9780582778498

Hearn I – *English Adventure 4 Pupil's Book plus Reader* (Longman, 2005)
ISBN 9780582791978

English Adventure Level 4 Activity Book ISBN 9780582791930

English Adventure: Teacher's Book Level 4 ISBN 9780582793477

Herrera M and Pinkley D – *Backpack Level 5 Student's Book* (Longman, 2005)
ISBN 9781405800129

Backpack Level 5 Teacher's Guide ISBN 9781405800266

Backpack Level 5 Workbook ISBN 9781405800198

Backpack Level 5 Students CD Audio CD ISBN 9780582856851

Ling J and Smith A – *My Pals are Here! English Audio CD 4A* (Marshall Cavendish, 2006)
ISBN 9780462006437

My Pals are Here! English: Textbook 4A ISBN 9780462008714

My Pals are Here! English: Teachers Guide 4A ISBN 9780462009049

My Pals are Here! English: Workbook 4A ISBN 9780462008776

Ling J and Smith A – *My Pals are Here! English: Audio CD 4B* (Marshall Cavendish,
2006) ISBN 9780462006444

My Pals are Here! English: Workbook 4B ISBN 9780462009018

My Pals are Here! English: Teachers Guide 4B ISBN 9780462009100

My Pals are Here! English: Textbook 4B ISBN 9780462008950

JETSET 4

Bowen M and Fidge L – *Macmillan English: Fluency Book 5* (Macmillan, 2007)
ISBN 9781405081320

Macmillan English 5: Practice Book ISBN 9781405081337

Macmillan English 5: Language Book ISBN 9781405081313

Fidge L and Hocking L – *Macmillan English 5: Teacher's Book* ISBN 9781405081344

Dallas D and Pelham L – *New Let's Learn English: Teacher's Book 6* (Longman, 2006)
ISBN 9781405802741

New Let's Learn English: Activity Book 6 ISBN 9781405802802

New Let's Learn English: Pupils' Book 6 ISBN 9781405802680

New Let's Learn English: Volume 6 CD-ROM ISBN 9780582856677

New Let's Learn English 6 Class Cassette ISBN 9780582856615

Herrera M and Pinkley D – *Backpack Level 6 Student's Book* (Longman, 2005) ISBN
9781405800136

Backpack Level 6 Teacher's Book ISBN 9781405800273

Backpack Level 6 Workbook ISBN 9781405800204

Backpack Level 6 Students CD ISBN 9780582856844

Ling J and Smith A – *My Pals are Here! English: Audio CD 5A* (Marshall Cavendish,
2006) ISBN 9780462006451

My Pals are Here! English: Textbook 5A ISBN 9780462008721

My Pals are Here! English: Teachers Guide 5A ISBN 9780462009056

My Pals are Here! English: Workbook 5A ISBN 9780462008783

Ling J and Smith A – *My Pals are Here! English: Audio CD 5B* (Marshall Cavendish,
2006) ISBN 9780462006468

My Pals are Here! English: Workbook 5B ISBN 9780462009025

My Pals are Here! English: Teachers Guide 5B ISBN 9780462009117

My Pals are Here! English: Textbook 5B ISBN 9780462008967

JETSET 5

Bowen M and Fidge L – *Macmillan English: Language Book 6* (Macmillan, 2007)
ISBN 9781405081375

Macmillan English: Fluency Book 6 ISBN 9781405081382

Macmillan English: Practice Book 6 ISBN 9781405081399

Macmillan English: Teacher's Guide 6 ISBN 9781405081405

Cunningham S and Moor P – *Cutting Edge: Upper Intermediate Student's Book*
(Longman, 1999) ISBN 9780582325265

Cutting Edge: Upper Intermediate Workbook ISBN 9780582325272

Cutting Edge: Upper Intermediate Teacher's Resource Book ISBN 9780582325258

Cutting Edge: Upper Intermediate Class Audio CD ISBN 9780582488861

Ellis et al – *Move Ahead Level 3 Student's Book* (Macmillan Education, 2001)
ISBN 9780333789018

Move Ahead Level 3 Teacher's Book ISBN 9780333789032

Move Ahead Level 3 Audio Cassette ISBN 9780333789049

Woods E – *Move Ahead Level 3 Grammar Practice* (Macmillan Education, 2001)
ISBN 9780333789087

Howard-Williams D – *Move Ahead Level 3 Workbook* (Macmillan Education, 2002)
ISBN 9780333789025

Ling J and Smith A – *My Pals are here! English: Audio CD 6A* (Marshall Cavendish,
2006) ISBN 9780462006475

My Pals are here! English: Textbook 6A ISBN 9780462008738

My Pals are here! English: Teachers Guide 6A ISBN 9780462009063

My Pals are here! English: Workbook 6A ISBN 9780462008790

Ling J and Smith A – *My Pals are here! English: Audio CD 6B* (Marshall Cavendish,
2006) ISBN 9780462006482

My Pals are here! English: Workbook 6B ISBN 9780462009032

My Pals are here! English: Teachers Guide 6B ISBN 9780462009124

My Pals are here! English: Textbook 6B ISBN 9780462008974

Wilson K and Taylor J – *Prospects: Student's Book: Upper Intermediate*
(Macmillan, 2000) ISBN 9780333710531

Prospects: Upper Intermediate Workbook ISBN 9780333710586

Prospects: Upper Intermediate Teacher's Book ISBN 9780333710630

Prospects: Upper Intermediate: Cassette ISBN 9780333710685

JETSET 6

Cunningham S and Moor P – *Cutting Edge Advanced Student's Book and CD-ROM Pack* (Longman, 2007) ISBN 9781405852319

Cutting Edge Advanced Workbook with Answer Key ISBN 9780582469457

New Cutting Edge Advanced Teacher's Resource Book and Test Master CD-ROM Pack ISBN 9781405843645

Cutting Edge Advanced Class CDs ISBN 9780582469570

Forget, M – *Quick Smart English Advanced Pack* (Brookemead ELT, 2007) ISBN 9781905248001

Wilson K and Tomalin M – *Quick Smart English Advanced Teacher's Guide* ISBN 9781905248018

Howard-Williams D and Wilson K – *Move Ahead Plus: Student's Book* (Macmillan Education, 2004) ISBN 9781405018630

Move Ahead Plus: Workbook ISBN 9781405018647

Tomalin M – *Move Ahead Plus: Teacher's Book* (Macmillan Education, 2004) ISBN 9781405018654

Tomalin M and Woods E – *Move Ahead Plus: Grammar Practice Book* ISBN 9781405018661

Wilson K and Taylor J – *Prospects Advanced: Student's Book* (Macmillan Education, 2001) ISBN 9780333710548

Prospects Advanced: Workbook ISBN 9780333710593

Prospects Advanced: Teacher's Book ISBN 9780333710647

Prospects Advanced: Cassette ISBN 9780333710692

Wilson K and Taylor J – *Prospects Super Advanced Student's Book* (Macmillan Education, 2002) ISBN 9781405003780

Prospects Super Advanced: Workbook ISBN 9781405003803

Prospects Super Advanced: Teacher's Book ISBN 9781405003797

Prospects Super Advanced: Cassette ISBN 9781405003810

JETSET 7

Claire A and Wilson J J – *Total English Advanced Student's Book and DVD Pack* (Longman, 2007) ISBN 9781405848275

Total English Advanced Workbook with Key ISBN 9781405822411

Total English Advanced Teacher's Resource Book and Test Master CD-ROM Pack ISBN 9781405848299

Total English Advanced Class Audio CD ISBN 9781405800617

Cunningham S and Moor P – *Cutting Edge Advanced Student's Book and CD-ROM Pack* (Longman, 2007) ISBN 9781405852319

Cutting Edge Advanced Workbook with Answer Key ISBN 9780582469457

New Cutting Edge Advanced Teacher's Resource Book and Test Master CD-ROM Pack ISBN 9781405843645

Cutting Edge Advanced Class Audio CDs ISBN 9780582469570

Dellar H and Walkley A – *Innovations Advanced (Thomson Heinle)* (Cengage ELT, 2006) ISBN 9781413021844

Innovations Advanced Workbook ISBN 9781413028508

Innovations Advanced: Teacher's Resource Book ISBN 9781413028546

Innovations Advanced: Teacherstext ISBN 9781413028539

Innovations Advanced Audio CDs ISBN 9781413028515

Forget M – *Quick Smart English Advanced Pack* (Brookemead ELT, 2006) ISBN 9781905248001

Wilson K and Tomalin M – *Quick Smart English Advanced Teacher's Guide* ISBN 9781905248018

Goldstein B – *International Framework Student's Book with Workbook, Audio CD, CD-ROM and Reference Guide Number 5* (Richmond Publishing, 2006) ISBN 9788466805674

Goldstein B and Collins N – *Framework Teacher's Book with CD and Teacher's Resource Level 5* ISBN 9788466805636

Soars L and Soars J – *New Headway: Advanced Student's Book* (Oxford University Press, 2003) ISBN 9780194369305

New Headway: Advanced: Workbook (with Answers Key) ISBN 9780194369329

New Headway: Advanced: Teacher's Book ISBN 9780194369312

New Headway: Advanced: Class Audio CDs ISBN 9780194386890

New Headway: Advanced: Teacher's Resource Book ISBN 9780194386883

Wilson K and Taylor J – *Prospects Advanced: Student's Book* (Macmillan, 2001) ISBN 9780333710548

Prospects Advanced: Workbook ISBN 9780333710593

Prospects Advanced: Teacher's Book ISBN 9780333710647

Prospects Advanced: Cassette ISBN 9780333710692

Wilson K and Taylor J – *Prospects Super Advanced Student Book* (Macmillan Education, 2002) ISBN 9781405003780

Prospects Super Advanced: Workbook ISBN 9781405003803

Prospects Super Advanced: Teacher's Book ISBN 9781405003797

Prospects Super Advanced: Cassette ISBN 9781405003810

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Appendix 1: JETSET Foundation – Thematic vocabulary lists

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

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/DIRECTIOS

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

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

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

Appendix 2: JETSET Level 1 – Thematic vocabulary lists

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

PLACES TO GO

café
 cinema
 farm
 garden
 park
 shop
 supermarket
 swimming
 pool
 zoo

TIME

last (night)
 tomorrow
 tonight
 watch (n)
 year

LOCATION/DIRECTIOS

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

with

LIKES

favourite
 like
 want

SOCIAL

Here you are
 Oh
 Oh dear
 Right!

**RUBRIC AND
COMMAND
WORDS**

Ask
 Bring me...
 Copy
 Watch

WORK

job
 career
 chef
 doctor
 factory
 hospital
 office
 secretary
 nurse
 waiter
 waitress

ADJECTIVES

afraid
 beautiful/ugly
 careful
 clean/dirty
 clever/stupid
 different

easy/hard
 first/last
 funny
 happy/sad
 hot/cold
 kind
 late
 new
 pretty/ugly
 sick
 silly
 sunny
 thin/fat

QUANTITY

Lots (of)
 more
 much
 some

GRAMMATICAL WORDS

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

SIGNS

DANGER!
NO SMOKING

VERBS

add
call
catch
come(s)
back
count
cut
cycle/go cycling
do
drink
find
fly
get
dressed
get
ready
get
up
guess
help
hide
learn

let's
live
look
look
for
make
make
friends
with
meet
paint
point
put away/on
repeat
rub
out
run
away
say
see
shop/shopping
sit
stand
start
stay
swim/go swimming
take
take
off
talk
teach
walk
wear
win

Appendix 3: JETSET Level 2 – Thematic vocabulary lists

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/DIRECTIOS

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
 shown (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

Appendix 4: JETSET Level 3 – Thematic vocabulary lists

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 (n 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	shake
kill/was killed	share
knock down	shine
last (duration)	shiver
lay	shock (n+v)
lead (n+v)	shoot
leave	sink
leave out	slip
lend	slow
lie (to tell a lie)	down
lift	smell
look after	sound (n+v)
look like	spill
look up in	spread
may	stick(n+v)
melt	sting
mend	swallow
miss (v)	sweep
need (n+v)	switch on/off
notice(n+v)	sure
order	take
own	place
pass	taste
pay	tear
place (n+v)	tell (a lie/the truth)
pour	translate
prefer	turn
pretend	down (volume)
promise	turn off/on
put	type
out (fire)	understand
re-cycle	warn
reach (arrive)	waste (n+v)
refuse	water-ski
relax	whisper
rescue	win
return	
row	
rush	
save	
score (n+v)	
scream (n+v)	
search	
send	
serve	

Appendix 5: JETSET Level 4 – Thematic vocabulary lists

Numbers – one thousand to one million

FARMING

barn
blade
bulb
cattle
corn
crop
dairy
farmyard
fertiliser
flavour
greenhouse
hay
irrigation
mature
organic
pesticide
plough (n+v)
recipe
seed
sour
sow
stable
tractor
traditional
tulip
typical
variety (ies)
vegetable
vintage
wood

WEATHER

atmosphere
climate
cloud
cool
frost
humid
mild (weather)
overcast
rainfall
severe

GEOGRAPHICAL FEATURES

bay
canal
cave
coast
coral
reef
dam
dike
equator
fertile
ground
harbour
hill/hilly
hurricane
iceberg
inland
isolated
lagoon
marsh
narrow
path
peak
pole (North and South)
region

seabed
seafront
site
slope
tide
tip (end of)
waterfall
wave (surf)
well (n)
wide

NATURAL DISASTERS

avalanche
damage
distress
message
drought
flood
hurricane
incident
landslide
tidal
wave
tragedy

POLITICAL

administration
armed
forces
bomber
border
county (UK only)
education
election
Government
kingdom
military
base

monarchy
negotiation
peace
politician
President
Prime Minister
refugee
state
vote (n+v)
war

CONSERVATION

aquarium
endangered
erosion
geology
inhabited
national
park
poacher
population/populated
rare(ly)
species
the 'greenhouse' effect
turbine
waste
windmill

HEALTH AND DISEASE

activity
bacteria
cancer
diet
illness
infection
(ious)
injection
malaria
nurse
protein
raw/cooked
ripe
sterile
stewed

symptom
tablet
treatment
vaccination
virus
vitamin
wound

INDUSTRY

energy/energetic
facility (ies)
factory
generator
mine(n)
power/powerline

COMMERCIAL

advertisement
company (business)
customer
department
director
economy
exchange
rate
finance
manager
profit/loss
reduction
unit of currency
wage

SCIENCE

aluminium
apparatus
biology
bubble
chemical
copper
crystal
diamond
experiment
expert

fact
gas
iron (metal)
laboratory
lead (metal)
lid
liquid
lump
metal
method
microscope
nuclear
powered
nuclear
reactor
physics
project (n)
radiation
research
results
solid
spray
substance
system
tank
technique
tin-foil

SOCIAL ACTIVITY/EDUCATION

ambition (ambitious)
hobby
meeting
primary
school
secondary
school
university

INFORMATION TECHNOLOGY

access
back-up (copy)
bug
CD-ROM
computer-friendly
computer-literate
crash
cursor
diary
disc
disk
document
download
e-mail
fax
hardware
headset
internet
keyboard
laptop
laser
memory
micro-chip
microphone
modem
monitor
mouse
notebook
network
password
paste
printer
program
reception
screen
search
engine
signal
software
spreadsheet
user-friendly
virus
volume

control
word
processing
website
wire
wireless

TIME/MEASUREMENT

actual
annual
approximate(ly)
around (approximately)
average
carat
clockwise/anticlockwise
close(ly)
common
constant
degree
centigrade
diagram
diameter
distance
equal to
frequent
future
hardly
height
level
little (a)
main
major
maximum
minimum
minor
often
percent/percentage
period
roughly (approximation)
sea
level
spare
square (e.g. kilometres)
tonne

unusual
usual(ly)
volume
weigh/weight

BELIEF

impossible
incredible
legend
logical
mysterious
reputation
satisfactory

**TRAVEL/TOURISM/
ENTERTAINMENT**

bandstand
car (coach)
park
carriage (train)
concert
connections
costume
crew
destination
expedition
ferry
flightpath
fountain
gallery (art)
group
miniature
train
monument
motorway
pedestrian
port (sea)
resort
sail (n+v)
scenery
ship
stadium

submarine
terminal
theme
park
tip (gratuity)
tower
traffic
jam
vehicle
vessel
wheelchair

EMOTIONS/FEELINGS

comfortable/uncomfortable
glad
marvellous
pleased
terrible
upset
wonderful

PLACES/NATIONALITIES

Amsterdam
Argentina
Atlantic
Ocean
Australia
Buenos
Aires
Bulgaria
Cyprus
Dane
Denmark
Dutch
Florida
Lagos
Madrid
Mediterranean Sea
Moscow
Netherlands
Nicosia
Nigeria
North Sea

Portugal
Portuguese
Puerto Rico
River Rhine
River Thames
Rotterdam
Russia
Sophia
Spain
Sydney
The Hague
Utrecht

GRAMMATICAL WORDS/PHRASES

absolutely
although
despite
during
either
however
instead
neither
nor
nowadays
particularly
since
therefore
within
without

VERBS

abandon
accelerate
admit (somebody)
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	release
focus (+ on)	repair
forecast	resign
forgive	restore
form	retire
found	ring (surround)
generate/generator	ripen
harvest	roast
hire	rotate
hunt	sail (n+v)
identify	sample
improve	seem
introduce	separate
investigate	settle
irrigate	spend
keep (back)	spray (n+v)
keep (down)	squeeze
launch	sterilize
link	stir
manufacture	store
measure	supply (n+v)
navigate	support
object	surround
observe	suspend
occupy	threaten
organise	transmit
own	tune in
pack	vanish
pick (e.g. fruit)	vibrate
plough (n+v)	volunteer
predict	vote (n+v)
prepare	wonder
preserve	wrap/wrapping
prevent	
print	
process (foodstuffs)	RUBRIC/ COMMAND WORDS
produce/production	
propose	Accurate spelling (is not needed)
protect	Identify the place...
provide	Underline the best tense...
publish	
pump	
receive	
recover	
reduce	

Appendix 6: Speaking component authentication sheet

PEARSON

ALWAYS LEARNING

Speaking component authentication sheet

Qualification title and level:			
Date of submission			
Centre name:		Centre number:	
Candidate name:		Candidate number:	
		Mark awarded	Comments <i>Comment box expands as you start entering text</i>
Part 1			
Part 2			
Part 3			
TOTAL			

Teacher declaration

I declare that the work submitted for assessment has been carried out without assistance other than that which is acceptable according to the rules of the specification.

Assessor name:			
Assessor signed:		Date:	

Candidate declaration

I certify that the work submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice.

Candidate signed:		Date:	
Additional Candidate declaration:			
<i>By signing this additional declaration you agree to your work being used to support Professional Development, Online Support and Training of both Centre-Assessors and Edexcel Moderators.</i>		Sign:	

March 2015

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