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)

Senior English Tests Version

Specification

First teaching from March 2015
Edexcel, BTEC and LCCI qualifications

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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

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

**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

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<th>Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Externally assessed</td>
</tr>
</tbody>
</table>

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 and 4:
1. At home
2. Education
3. College
4. University
5. At work
6. Leisure
7. Travel, transport and holidays
8. Parts of the body, health and symptoms
9. Clothes
10. People
11. Family
12. Relations
13. Friends
14. Personal information
15. Jobs and occupations
16. Hobbies
17. Likes and dislikes
18. Animals
19. Food and drink
20. Shopping
21. Time and measurement
22. Numbers, prices and quantities
23. Colours
24. Entertainment
25. Days, months, seasons and weather
26. Countries, cities and nationalities
27. Social activities
28. Citizenship and knowing your rights
29. Appointments – for example dentist, doctor, school, job, crèche, library, vet
Levels 5, 6 and 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.
Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7

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

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

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

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**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.

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**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.

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**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.

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**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.

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

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

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

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 8 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.
Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7

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 candidates for the final assessment of this qualification.

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

<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| 1.1 Greet people, respond to greetings, bid farewell | a) Hello  
b) Hi  
c) Goodbye  
d) How are you?  
e) (I’m) fine, thank you |
| 1.2 Express agreement or 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 |
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c) They’re boats</td>
</tr>
<tr>
<td></td>
<td>d) What colour is/are ...?</td>
</tr>
<tr>
<td>1.6 Ask and answer questions about physical characteristics and physical comfort</td>
<td>a) I’ve got brown hair.</td>
</tr>
<tr>
<td></td>
<td>b) What colour are your eyes?</td>
</tr>
<tr>
<td></td>
<td>c) Have you got long hair?</td>
</tr>
<tr>
<td></td>
<td>d) This man’s got ...</td>
</tr>
<tr>
<td></td>
<td>e) Pablo is thin</td>
</tr>
<tr>
<td></td>
<td>f) Jurgen is the tallest</td>
</tr>
<tr>
<td></td>
<td>g) Grandfather is hungry/thirsty</td>
</tr>
<tr>
<td></td>
<td>h) She is hot/cold</td>
</tr>
<tr>
<td></td>
<td>i) Alice is fine/ill.</td>
</tr>
<tr>
<td></td>
<td>j) Are you okay?</td>
</tr>
<tr>
<td>1.7 Ask and answer questions about age</td>
<td>a) How old are you? I’m ...</td>
</tr>
<tr>
<td></td>
<td>b) How old is Leila? She’s...</td>
</tr>
<tr>
<td>1.8 Ask and answer questions about clothes</td>
<td>a) This boy is/isn’t wearing...</td>
</tr>
<tr>
<td></td>
<td>b) Peter’s wearing</td>
</tr>
<tr>
<td></td>
<td>c) His shirt’s red and his shoes are black</td>
</tr>
<tr>
<td></td>
<td>d) Mother’s got yellow trousers</td>
</tr>
<tr>
<td></td>
<td>e) Heidi’s T-shirt is green</td>
</tr>
<tr>
<td></td>
<td>f) He hasn’t got a scarf</td>
</tr>
<tr>
<td>1.9 Express thanks</td>
<td>a) Thank you/Thanks</td>
</tr>
<tr>
<td>1.10 Make suggestions</td>
<td>a) Let’s sit down</td>
</tr>
<tr>
<td>1.11 Ask and answer questions about number</td>
<td>a) How many pencils are there?</td>
</tr>
<tr>
<td></td>
<td>b) I’ve got two books</td>
</tr>
<tr>
<td></td>
<td>c) There are seven cows</td>
</tr>
<tr>
<td>1.12 Ask and answer questions about possession</td>
<td>a) I’ve got a laptop</td>
</tr>
<tr>
<td></td>
<td>b) This is my/your/his/her computer</td>
</tr>
<tr>
<td></td>
<td>c) This is Wael’s car</td>
</tr>
<tr>
<td></td>
<td>d) Have you got an umbrella?</td>
</tr>
<tr>
<td></td>
<td>e) Has Nazmir got a pet?</td>
</tr>
<tr>
<td></td>
<td>f) Is that Sam’s bag?</td>
</tr>
<tr>
<td></td>
<td>g) Whose is this?</td>
</tr>
</tbody>
</table>
### Subject content

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>h) Whose ... is this?</td>
</tr>
</tbody>
</table>

#### 1.13 Ask and answer questions about location/relative position

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Where’s the box?</td>
</tr>
<tr>
<td>b) (It’s) on/under/in/by/behind the ...</td>
</tr>
<tr>
<td>c) There’s a cat under the table</td>
</tr>
<tr>
<td>d) There are two apples in the bag</td>
</tr>
<tr>
<td>e) The table is by the door</td>
</tr>
</tbody>
</table>

#### 1.14 Understand social utterances and exclamations

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Very good! Well done!</td>
</tr>
<tr>
<td>b) Please/Thank you</td>
</tr>
<tr>
<td>c) Happy Birthday!</td>
</tr>
<tr>
<td>d) Good morning/afternoon/evening/night</td>
</tr>
</tbody>
</table>

### 2. Grammatical/Linguistic structures

#### Subject content

<table>
<thead>
<tr>
<th>2.1 Grammar Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptive use only</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Word order</td>
</tr>
<tr>
<td>● positive and interrogative sentences</td>
</tr>
<tr>
<td>b) Possessives</td>
</tr>
<tr>
<td>● ’s eg John’s</td>
</tr>
<tr>
<td>c) Comparison</td>
</tr>
<tr>
<td>● superlative (the ... est)</td>
</tr>
<tr>
<td>d) Plural of nouns</td>
</tr>
<tr>
<td>● includes some irregulars (children, teeth, feet etc)</td>
</tr>
<tr>
<td>e) Possessive adjectives</td>
</tr>
<tr>
<td>● my, your, his, her</td>
</tr>
<tr>
<td>f) Articles</td>
</tr>
<tr>
<td>● a, an, the</td>
</tr>
<tr>
<td>g) Subject personal pronouns</td>
</tr>
<tr>
<td>● he, she, it etc</td>
</tr>
<tr>
<td>h) Prepositions of place</td>
</tr>
<tr>
<td>● under, on, in etc</td>
</tr>
<tr>
<td>i) Wh question words</td>
</tr>
<tr>
<td>● what, when, where etc</td>
</tr>
<tr>
<td>j) Adjectives</td>
</tr>
<tr>
<td>● colour, size etc</td>
</tr>
</tbody>
</table>

#### 2.2 Tense/Verb form

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Present Simple</td>
</tr>
<tr>
<td>● Positive, negative + interrogative forms of verbs ‘to be’, ‘to have’</td>
</tr>
<tr>
<td>Subject content</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>b) Present Continuous</td>
</tr>
<tr>
<td>● Positive, negative and interrogative form of verb ‘to wear’</td>
</tr>
<tr>
<td>c) Imperatives</td>
</tr>
<tr>
<td>● e.g. Listen to me!</td>
</tr>
<tr>
<td>2.3 Punctuation</td>
</tr>
<tr>
<td>Apostrophe for possessives</td>
</tr>
<tr>
<td>● Recognition of function only</td>
</tr>
<tr>
<td>Apostrophe for omission</td>
</tr>
<tr>
<td>● Recognition of function only</td>
</tr>
<tr>
<td>2.4 Spelling</td>
</tr>
<tr>
<td>Recognition of number</td>
</tr>
<tr>
<td>● Words up to 50</td>
</tr>
</tbody>
</table>
## JETSET Level 1

### 1. Communicative Functions

<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Greet people, respond to greetings, bid farewell</strong></td>
<td>a) Hello/Hi!</td>
</tr>
<tr>
<td></td>
<td>b) Good morning/afternoon/evening.</td>
</tr>
<tr>
<td></td>
<td>c) How are you?</td>
</tr>
<tr>
<td></td>
<td>d) (I'm) fine, thank you.</td>
</tr>
<tr>
<td></td>
<td>e) Goodbye.</td>
</tr>
<tr>
<td><strong>1.2 Introduce oneself and make friends</strong></td>
<td>a) This is Hamid/Here is Lina.</td>
</tr>
<tr>
<td></td>
<td>b) Her/His name's ...</td>
</tr>
<tr>
<td></td>
<td>c) This is my wife.</td>
</tr>
<tr>
<td></td>
<td>d) She's my boss.</td>
</tr>
<tr>
<td></td>
<td>e) Who's this? He's called Pablo.</td>
</tr>
<tr>
<td></td>
<td>f) It's Carlos.</td>
</tr>
<tr>
<td></td>
<td>g) We work together.</td>
</tr>
<tr>
<td></td>
<td>h) He's my husband.</td>
</tr>
<tr>
<td></td>
<td>i) Who says ...?</td>
</tr>
<tr>
<td><strong>1.3 Identify objects</strong></td>
<td>a) What's this?</td>
</tr>
<tr>
<td></td>
<td>b) It's a cake.</td>
</tr>
<tr>
<td></td>
<td>c) This is a sandwich.</td>
</tr>
<tr>
<td></td>
<td>d) What are these?</td>
</tr>
<tr>
<td></td>
<td>e) They're books</td>
</tr>
<tr>
<td></td>
<td>f) What colour is ...?</td>
</tr>
<tr>
<td></td>
<td>g) Find ...!</td>
</tr>
<tr>
<td></td>
<td>h) Which day is it?</td>
</tr>
<tr>
<td></td>
<td>i) Guess what/which it is (receptive only)</td>
</tr>
<tr>
<td></td>
<td>j) Is that a dog?</td>
</tr>
<tr>
<td></td>
<td>k) Is this an aeroplane or a bird?</td>
</tr>
<tr>
<td></td>
<td>l) Is that an elephant?</td>
</tr>
<tr>
<td></td>
<td>m) Are they boys or girls?</td>
</tr>
<tr>
<td></td>
<td>n) What's that?</td>
</tr>
<tr>
<td></td>
<td>o) What's this called?</td>
</tr>
<tr>
<td><strong>1.4 Ask and answer questions</strong></td>
<td>a) What do you do?</td>
</tr>
<tr>
<td></td>
<td>b) Where do you work?</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>about age</strong></td>
<td>c) I’m a chef.</td>
</tr>
<tr>
<td></td>
<td>d) What does he do?</td>
</tr>
<tr>
<td></td>
<td>e) He’s a teacher.</td>
</tr>
<tr>
<td></td>
<td>f) I work in a school/factory/café.</td>
</tr>
</tbody>
</table>

| 1.5 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. |

| 1.6 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. |

| 1.7 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 sport is football. |
|                                                        | e) Tennis is my favourite. |
|                                                        | f) I like oranges best. |

| 1.8 Express and respond to thanks | a) Thank you/thanks. |
|                                  | b) That’s OK. |

| 1.9 Apologise | a) Sorry. |
|              | b) I’m sorry. |

<p>| 1.10 Express | a) Oh dear! |</p>
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>regret</td>
<td>b) Oh no!</td>
</tr>
<tr>
<td>1.11 Make suggestions</td>
<td>a) Let’s go!</td>
</tr>
<tr>
<td></td>
<td>b) Let’s go to the shop.</td>
</tr>
<tr>
<td>1.12 Express agreement/disagreement</td>
<td>a) OK/okay.</td>
</tr>
<tr>
<td></td>
<td>b) Right!/Wrong!</td>
</tr>
<tr>
<td></td>
<td>c) Oh Yes!</td>
</tr>
<tr>
<td></td>
<td>d) Yes, very good!</td>
</tr>
<tr>
<td>1.13 Respond positively and negatively to questions</td>
<td>a) Yes, I am.</td>
</tr>
<tr>
<td></td>
<td>b) No, you’re not.</td>
</tr>
<tr>
<td></td>
<td>c) Yes, he/she/it is.</td>
</tr>
<tr>
<td></td>
<td>d) No, we’re not.</td>
</tr>
<tr>
<td></td>
<td>e) Yes, we are.</td>
</tr>
<tr>
<td></td>
<td>f) Oh, yes!</td>
</tr>
<tr>
<td></td>
<td>g) No, it isn’t.</td>
</tr>
<tr>
<td></td>
<td>h) No thanks/Thank you.</td>
</tr>
<tr>
<td></td>
<td>i) Yes please.</td>
</tr>
<tr>
<td></td>
<td>j) I don’t know</td>
</tr>
<tr>
<td>1.14 Ask and answer questions about number</td>
<td>a) How many?</td>
</tr>
<tr>
<td></td>
<td>b) How many are there?</td>
</tr>
<tr>
<td></td>
<td>c) How many legs has it got?</td>
</tr>
<tr>
<td></td>
<td>d) How many children has Maria got?</td>
</tr>
<tr>
<td></td>
<td>e) How many pets has your brother got?</td>
</tr>
<tr>
<td></td>
<td>f) I’ve got/I have two children.</td>
</tr>
<tr>
<td></td>
<td>g) There are seven.</td>
</tr>
<tr>
<td></td>
<td>h) There’s a/one duck.</td>
</tr>
<tr>
<td></td>
<td>i) What’s five and three?</td>
</tr>
<tr>
<td></td>
<td>j) Seven and six are thirteen.</td>
</tr>
<tr>
<td>1.15 Ask and answer questions about possession</td>
<td>a) I have a car.</td>
</tr>
<tr>
<td></td>
<td>b) I’ve got a bicycle.</td>
</tr>
<tr>
<td></td>
<td>c) It’s his/her house.</td>
</tr>
<tr>
<td></td>
<td>d) That’s/this is your bag.</td>
</tr>
<tr>
<td></td>
<td>e) This is Wael’s house.</td>
</tr>
<tr>
<td></td>
<td>f) Has she/he got an umbrella?</td>
</tr>
<tr>
<td></td>
<td>g) Is this/that Maria’s bag?</td>
</tr>
<tr>
<td></td>
<td>h) Whose book is this?</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| **1.16 Talk about the day and the weather** | i) It’s (very) hot today.  
ii) It’s sunny.  
iii) It isn’t cold today.  
iv) Is it Tuesday today?  
ev) What day is it?  
vi) When do you start work? On Tuesday. |
| **1.17 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 house is between the trees |
| **1.18 Understand simple instructions** | a) Write a sentence  
b) Write a letter.  
c) Read this page.  
d) Make a question.  
e) Write your name here.  
f) Sign your name here.  
g) Fill in this form. |
| **1.19 Understand social utterances/exclamations** | a) What a mess.  
b) Very good!/Well done!  
c) Please/Thank you.  
d) Don’t be silly! |
| **1.20 Understand simple classroom phraseology** | a) Here you are.  
b) Right!  
c) Are you ready? |
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Your turn.</td>
<td></td>
</tr>
<tr>
<td>e) No, not Maria’s, Susan’s.</td>
<td></td>
</tr>
<tr>
<td>f) Point to the picture.</td>
<td></td>
</tr>
<tr>
<td>g) Put the book on the table.</td>
<td></td>
</tr>
<tr>
<td>h) Turn to page four.</td>
<td></td>
</tr>
<tr>
<td>i) Open your books.</td>
<td></td>
</tr>
<tr>
<td>j) Sit down/Stand up.</td>
<td></td>
</tr>
<tr>
<td>k) Stop (talking).</td>
<td></td>
</tr>
<tr>
<td>l) Close the door/window.</td>
<td></td>
</tr>
<tr>
<td>m) That’s right.</td>
<td></td>
</tr>
<tr>
<td>n) Look!/Look at the blackboard!</td>
<td></td>
</tr>
<tr>
<td>o) Listen to me.</td>
<td></td>
</tr>
<tr>
<td>p) Come here.</td>
<td></td>
</tr>
<tr>
<td>q) Quiet, please.</td>
<td></td>
</tr>
</tbody>
</table>

2. Grammatical/Linguistic Structures

<table>
<thead>
<tr>
<th>Subject content</th>
<th>2.1 Grammar points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Word order</td>
<td></td>
</tr>
<tr>
<td>● positive, negative and interrogative sentences</td>
<td></td>
</tr>
<tr>
<td>● Adjective + noun</td>
<td></td>
</tr>
<tr>
<td>● Adjective + adjective + noun</td>
<td></td>
</tr>
<tr>
<td>b) Possessives</td>
<td></td>
</tr>
<tr>
<td>● ’s eg John’s</td>
<td></td>
</tr>
<tr>
<td>c) Comparison</td>
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<td>● superlative (the –est)</td>
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<tr>
<td>d) Plural of nouns</td>
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<td>● includes some irregulars (children, teeth, feet etc)</td>
<td></td>
</tr>
<tr>
<td>e) Possessive adjectives</td>
<td></td>
</tr>
<tr>
<td>● my book, his pen etc</td>
<td></td>
</tr>
<tr>
<td>f) Subject personal pronouns</td>
<td></td>
</tr>
<tr>
<td>● he, she, it</td>
<td></td>
</tr>
<tr>
<td>g) Object personal pronouns</td>
<td></td>
</tr>
<tr>
<td>● me, him etc</td>
<td></td>
</tr>
<tr>
<td>h) Articles</td>
<td></td>
</tr>
<tr>
<td>● a, an, the</td>
<td></td>
</tr>
<tr>
<td>i) Intensifier</td>
<td></td>
</tr>
</tbody>
</table>
### Subject content

- very
  
- j) Prepositions of place
  - under, on, in etc
  
- k) Demonstrative adjectives
  - this, that, these etc
  
- l) Adjectives
  - colour, size etc
  
- m) Wh questions
  - what, when, where etc

#### 2.2 Tenses/Verb forms

<table>
<thead>
<tr>
<th>a) Present Simple</th>
<th>positive, negative + interrogative forms of verbs ‘to be’, to have’ positive/negative forms of verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Present Continuous</td>
<td>positive, negative + interrogative forms of verb</td>
</tr>
<tr>
<td>c) Imperatives</td>
<td>e.g. Listen to me! receptive use only</td>
</tr>
</tbody>
</table>

#### 2.3 Punctuation

<table>
<thead>
<tr>
<th>a) Apostrophe for possessive s</th>
<th>It is Mary’s etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Apostrophe for omission</td>
<td>He’s</td>
</tr>
<tr>
<td>c) Short form of verb to be</td>
<td>they’re, what’s, his name’s etc</td>
</tr>
</tbody>
</table>

#### 2.4 Spelling

| a) Plural forms of nouns | s, es, ies |
JETSET Level 2

1. Communicative Functions

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

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>answer questions about ability</strong></td>
</tr>
<tr>
<td>b) Can you sing?</td>
</tr>
<tr>
<td>c) Who can swim?</td>
</tr>
<tr>
<td>d) Can Naseem climb a mountain?</td>
</tr>
<tr>
<td>e) He can run, but he can’t swim.</td>
</tr>
<tr>
<td>f) I do … best.</td>
</tr>
</tbody>
</table>

| **1.10 Describe physical states** |
| a) She is happy. |
| b) It’s hot. |

| **1.11 Describe and ask questions about what people are doing** |
| 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 the time. Talk about months/seasons/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’? |

<p>| <strong>1.14 Ask questions and make statements about habitual actions/frequency of carrying out actions</strong> |
| a) Do you always walk to work? |
| b) I never clean the windows. |
| c) She sometimes does the washing up. |
| d) When does he go on holiday? |
| e) What do you do on Sundays? |
| f) I go to the office in the morning. |
| g) What kind of food does a cat eat? |
| h) What does he do? |</p>
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| **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** | a) Was it fun?  
b) Were you sad?  
c) They weren’t afraid.  
d) Where were you at eight o’clock last Saturday?  
e) I wasn’t at home.  
f) What was on TV last night?  
g) What time was it on?  
h) I watched TV last night.  
i) I went to the cinema.  
j) I saw a film.  
k) Did you watch it?*  
l) I didn’t see a film.*  
m) He didn’t watch TV last night.*  
n) 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? |
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) I’ve got lots of friends.</td>
<td></td>
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<tr>
<td>e) I’ve only got one.</td>
<td></td>
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<tr>
<td>f) Have you (got) any newspapers?</td>
<td></td>
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<tr>
<td>1.21 Give and follow instructions</td>
<td>a) Put in order.</td>
</tr>
<tr>
<td>b) Give the opposite.</td>
<td></td>
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<tr>
<td>c) Find the mistakes.</td>
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<tr>
<td>d) Use these words.</td>
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<tr>
<td>1.22 Say and write the letters of the alphabet</td>
<td></td>
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</tbody>
</table>

2. Grammatical/Linguistic Structures

<table>
<thead>
<tr>
<th>Subject content</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>2.1 Grammar points</td>
<td>a) Modal</td>
</tr>
<tr>
<td></td>
<td>• can/can’t – ability, permission and possibility</td>
</tr>
<tr>
<td></td>
<td>b) Possessive adjectives</td>
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<td></td>
<td>• my, your etc</td>
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<tr>
<td></td>
<td>c) Possessive pronouns</td>
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<tr>
<td></td>
<td>• mine, yours etc</td>
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<tr>
<td></td>
<td>d) Quantity</td>
</tr>
<tr>
<td></td>
<td>• some, any for countable and uncountable nouns</td>
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<td></td>
<td>e) Comparison</td>
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<td></td>
<td>• comparative (-er), superlative (the –est)</td>
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<td></td>
<td>f) Adverbs of Frequency</td>
</tr>
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<td></td>
<td>• always, never, sometimes etc</td>
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<td></td>
<td>g) Present Simple</td>
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<td></td>
<td>• positive, negative + interrogative forms using do, don’t, doesn’t</td>
</tr>
<tr>
<td></td>
<td>• function: habitual actions and future plans</td>
</tr>
<tr>
<td></td>
<td>h) Present Continuous</td>
</tr>
<tr>
<td></td>
<td>• positive form required in response to – ‘What’s s/he doing?’</td>
</tr>
<tr>
<td></td>
<td>• function: present activity/future action receptive use only of negative and interrogative forms</td>
</tr>
<tr>
<td></td>
<td>i) Past Simple</td>
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<tr>
<td></td>
<td>• positive and negative forms:</td>
</tr>
<tr>
<td></td>
<td>• common regular – ed forms</td>
</tr>
<tr>
<td></td>
<td>• irregular forms: - was and were/had/went/ate/came/saw/made/took/gave/lost</td>
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<td></td>
<td>2.3 Punctuation</td>
</tr>
<tr>
<td></td>
<td>a) Capitals for</td>
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<tr>
<td><strong>Subject content</strong></td>
<td></td>
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<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>• proper nouns; days, months, names, places</td>
<td></td>
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<tr>
<td>• nationality (adjectives/nouns)</td>
<td></td>
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<tr>
<td>• first person</td>
<td></td>
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<td>• beginning of sentence</td>
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</tbody>
</table>

b) Question mark, full stop
- ?.
1. Communicative Functions

<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| 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 eighty five.  
| 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 | a) What did you do on Sunday?  
b) Did the team win?  
c) When was the film?  
d) What time did the bus leave? |
<table>
<thead>
<tr>
<th><strong>Subject content</strong></th>
<th><strong>Language/examples:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>past scenes / events and of specific actions at specific times</td>
<td>e) Did you see the film?</td>
</tr>
<tr>
<td></td>
<td>f) They didn’t see it.</td>
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<td></td>
<td>g) Then they ran home.</td>
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<tr>
<td></td>
<td>h) Suddenly, it stopped.</td>
</tr>
<tr>
<td></td>
<td>i) I didn’t watch TV last night.</td>
</tr>
<tr>
<td></td>
<td>j) What happened?</td>
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<td></td>
<td>k) How did it happen?</td>
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<td></td>
<td>l) I went there in 1992/two years ago.</td>
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<tr>
<td></td>
<td>m) We lived in London for two years.</td>
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<tr>
<td>1.7 Refer to past personal experiences which are relevant to the present (*Receptive use only)</td>
<td>a) I’ve lost my ticket.*</td>
</tr>
<tr>
<td></td>
<td>b) Where have you been?*</td>
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<tr>
<td></td>
<td>c) What’s happened?*</td>
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<tr>
<td></td>
<td>d) He’s broken his arm.*</td>
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<tr>
<td></td>
<td>e) I haven’t seen him today.*</td>
</tr>
<tr>
<td>1.8 Talk about future plans, intentions, arrangements, possibilities</td>
<td>a) We leave next week.</td>
</tr>
<tr>
<td></td>
<td>b) Are you coming too?</td>
</tr>
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<td></td>
<td>c) Can we buy lunch there?</td>
</tr>
<tr>
<td></td>
<td>d) No, I can’t come.</td>
</tr>
<tr>
<td></td>
<td>e) I want to be an engineer.</td>
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<td></td>
<td>f) What do you think will happen?</td>
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<td></td>
<td>g) We are leaving tomorrow.</td>
</tr>
<tr>
<td></td>
<td>h) What is she going to do?</td>
</tr>
<tr>
<td></td>
<td>i) When are you going on holiday?</td>
</tr>
<tr>
<td>1.9 Express conditions – future possibilities</td>
<td>a) If you see him, don’t speak.</td>
</tr>
<tr>
<td></td>
<td>b) If it rains, we’ll stay at home.</td>
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<tr>
<td></td>
<td>c) If they come, she’ll bring a pizza.</td>
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<tr>
<td>1.10 Express obligation, no obligation and prohibition (rules)</td>
<td>a) We have to wear a uniform.</td>
</tr>
<tr>
<td></td>
<td>b) You mustn’t walk on the grass.</td>
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<td></td>
<td>c) They don’t have to go with us.</td>
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<tr>
<td></td>
<td>d) I have to pay the bills.</td>
</tr>
<tr>
<td></td>
<td>e) We have to wear a uniform.</td>
</tr>
<tr>
<td>1.11 Identify and describe objects</td>
<td>a) It’s lighter than that one</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
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<tr>
<td><strong>b)</strong> I want the one on the left.</td>
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<tr>
<td><strong>c)</strong> What is it made of?</td>
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<tr>
<td><strong>d)</strong> It’s made of silk.</td>
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<tr>
<td><strong>e)</strong> What kind of shoes did you buy?</td>
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<tr>
<td><strong>1.12 Make simple comparisons</strong></td>
<td></td>
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<tr>
<td><strong>a)</strong> A zebra is like a horse.</td>
<td></td>
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<tr>
<td><strong>b)</strong> What’s the difference between …?</td>
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<tr>
<td><strong>c)</strong> Liana’s taller/more intelligent than Pia.</td>
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<tr>
<td><strong>d)</strong> He’s the kindest and most generous person.</td>
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<tr>
<td><strong>1.13 Give simple descriptions in terms of the senses</strong></td>
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<tr>
<td><strong>a)</strong> It smells, sounds, feels like …</td>
<td></td>
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<tr>
<td><strong>b)</strong> What does it taste like?</td>
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<tr>
<td><strong>c)</strong> It smells like fish.</td>
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<tr>
<td><strong>d)</strong> It felt like a cat.</td>
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<tr>
<td><strong>1.14 Talk about number, amount and negative quantity</strong></td>
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<td><strong>a)</strong> It costs £100.</td>
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<tr>
<td><strong>b)</strong> How many do you want?</td>
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<tr>
<td><strong>c)</strong> How much did you lose?</td>
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<tr>
<td><strong>d)</strong> He hasn’t many friends.</td>
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<tr>
<td><strong>e)</strong> Just add a little salt.</td>
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<tr>
<td><strong>f)</strong> We had some last week but we haven’t got any left.</td>
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</tr>
<tr>
<td><strong>1.15 Ask and answer questions about eating out/shopping</strong></td>
<td></td>
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<tr>
<td><strong>a)</strong> What do you want to drink?</td>
<td></td>
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<tr>
<td><strong>b)</strong> Where can I buy…?</td>
<td></td>
</tr>
<tr>
<td><strong>c)</strong> How much are the chocolates?</td>
<td></td>
</tr>
<tr>
<td><strong>d)</strong> Will you help me, please?</td>
<td></td>
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<tr>
<td><strong>e)</strong> Please show me…</td>
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<tr>
<td><strong>f)</strong> That’s much too expensive.</td>
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<tr>
<td><strong>g)</strong> How much do they cost?</td>
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</tr>
<tr>
<td><strong>h)</strong> I’ll take that one.</td>
<td></td>
</tr>
<tr>
<td><strong>i)</strong> Can I see the menu, please?</td>
<td></td>
</tr>
<tr>
<td><strong>j)</strong> I haven’t got enough money.</td>
<td></td>
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<tr>
<td><strong>1.16 Report what people say</strong></td>
<td></td>
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<tr>
<td><strong>a)</strong> He says it’s OK.</td>
<td></td>
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<tr>
<td><strong>b)</strong> She says ‘No’.</td>
<td></td>
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<tr>
<td><strong>c)</strong> He said ‘Hello’</td>
<td></td>
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<tr>
<td><strong>d)</strong> He told us about his grandfather</td>
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<tr>
<td><strong>1.17 Describe the daily weather</strong></td>
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<tr>
<td><strong>a)</strong> What’s the weather like?</td>
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<tr>
<td><strong>b)</strong> What was the weather like yesterday?</td>
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<td><strong>c)</strong> It was hot and sunny.</td>
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<tr>
<td>Subject content</td>
<td>Language/examples:</td>
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<td>-----------------</td>
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<tr>
<td><strong>30</strong></td>
<td>d) They say it will rain tomorrow.</td>
</tr>
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<td></td>
<td>e) Today is much colder than yesterday.</td>
</tr>
<tr>
<td><strong>1.18 Ask for and give/refuse permission</strong></td>
<td>a) Can I borrow your car?</td>
</tr>
<tr>
<td></td>
<td>b) No, I’m sorry, you can’t.</td>
</tr>
<tr>
<td></td>
<td>c) Can I have this? Of course you can</td>
</tr>
<tr>
<td><strong>1.19 Make suggestions</strong></td>
<td>a) Why don’t we go to the beach?</td>
</tr>
<tr>
<td></td>
<td>b) Let’s have salad for dinner.</td>
</tr>
<tr>
<td></td>
<td>c) How about staying home?</td>
</tr>
<tr>
<td></td>
<td>d) Would you like to come to my house?</td>
</tr>
<tr>
<td></td>
<td>e) Shall we meet at six?</td>
</tr>
<tr>
<td><strong>1.20 Seek confirmation of facts one already knows/is not sure about</strong></td>
<td>a) They live in Madrid, don’t they?</td>
</tr>
<tr>
<td></td>
<td>b) Joe doesn’t like me, does he?</td>
</tr>
<tr>
<td></td>
<td>c) He isn’t in my class, is he?</td>
</tr>
<tr>
<td></td>
<td>d) You weren’t at work today, were you?</td>
</tr>
<tr>
<td></td>
<td>e) She saw him, didn’t she?</td>
</tr>
<tr>
<td></td>
<td>f) There aren’t any seats, are there?</td>
</tr>
<tr>
<td></td>
<td>g) They can’t see me, can they?</td>
</tr>
<tr>
<td><strong>1.21 Express opinion, certainty and doubt</strong></td>
<td>a) I think it’s horrible!</td>
</tr>
<tr>
<td></td>
<td>b) What do you think?</td>
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<td></td>
<td>c) I don’t know.</td>
</tr>
<tr>
<td></td>
<td>d) I haven’t got a clue.</td>
</tr>
<tr>
<td></td>
<td>e) I’m not sure.</td>
</tr>
<tr>
<td></td>
<td>f) I’ve no idea.</td>
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<td></td>
<td>g) Maybe it’s true.</td>
</tr>
<tr>
<td></td>
<td>h) Perhaps it’s her.</td>
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<tr>
<td><strong>1.22 Express accusation and denial of blame</strong></td>
<td>a) It wasn’t me!</td>
</tr>
<tr>
<td></td>
<td>b) I didn’t do it!</td>
</tr>
<tr>
<td></td>
<td>c) It’s not fair.</td>
</tr>
<tr>
<td></td>
<td>d) It’s your fault.</td>
</tr>
<tr>
<td></td>
<td>e) It was an accident.</td>
</tr>
<tr>
<td><strong>1.23 Understand commands and remonstrances about behaviour</strong></td>
<td>a) Don’t make a noise.</td>
</tr>
<tr>
<td></td>
<td>b) Don’t do that!</td>
</tr>
<tr>
<td></td>
<td>c) You can’t keep it here</td>
</tr>
<tr>
<td></td>
<td>d) I told you, ‘No!’</td>
</tr>
<tr>
<td><strong>1.24 Make simple</strong></td>
<td>a) What happens to….?</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>predictions</strong></td>
<td>b) Were you right?</td>
</tr>
<tr>
<td></td>
<td>c) I think it will snow soon.</td>
</tr>
<tr>
<td></td>
<td>d) I think it’s going to rain.</td>
</tr>
<tr>
<td><strong>1.25 Talk about processes and effects</strong></td>
<td>a) When the sun shines, snow melts.</td>
</tr>
<tr>
<td></td>
<td>b) Whenever I eat fish, I feel sick.</td>
</tr>
<tr>
<td><strong>1.26 Express basic fears and emotions</strong></td>
<td>a) I’m afraid of spiders.</td>
</tr>
<tr>
<td></td>
<td>b) He frightened me!</td>
</tr>
<tr>
<td></td>
<td>c) They’re scared.</td>
</tr>
<tr>
<td></td>
<td>d) They look happy.</td>
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<td></td>
<td>e) I felt sad when I heard about it.</td>
</tr>
<tr>
<td><strong>1.27 Talk about health</strong></td>
<td>a) How are you? What’s the matter?</td>
</tr>
<tr>
<td></td>
<td>b) I’ve got a cold/I feel ill.</td>
</tr>
<tr>
<td></td>
<td>c) Are you better?</td>
</tr>
<tr>
<td></td>
<td>d) She didn’t look well.</td>
</tr>
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<td></td>
<td>e) Joe broke his ankle yesterday.</td>
</tr>
<tr>
<td></td>
<td>f) His throat is sore.</td>
</tr>
<tr>
<td><strong>1.28 Indicate geographic location/compass direction</strong></td>
<td>a) The Sahara Desert is in North Africa.</td>
</tr>
<tr>
<td></td>
<td>b) Naples is a city in Italy.</td>
</tr>
<tr>
<td></td>
<td>c) It’s in northern Spain.</td>
</tr>
<tr>
<td><strong>1.29 Express agent and use</strong></td>
<td>a) I always write with a green pen.</td>
</tr>
<tr>
<td></td>
<td>b) Use the sharp knife to cut the cake.</td>
</tr>
<tr>
<td></td>
<td>c) What do you use it for? To open this.</td>
</tr>
<tr>
<td><strong>1.30 Provide additional/defining information about people, things, animals and places</strong></td>
<td>a) A person who paints is an artist.</td>
</tr>
<tr>
<td></td>
<td>b) The mountains which separate Italy and France are called The Alps.</td>
</tr>
<tr>
<td></td>
<td>c) Stand here where I can see you.</td>
</tr>
<tr>
<td></td>
<td>d) The dog that belongs to my neighbours barks a lot.</td>
</tr>
<tr>
<td></td>
<td>e) A person who paints is an artist.</td>
</tr>
<tr>
<td><strong>1.31 Talk about needs</strong></td>
<td>a) In hot weather, a plant needs a lot of water.</td>
</tr>
<tr>
<td></td>
<td>b) People need air to breathe.</td>
</tr>
<tr>
<td><strong>1.32 Give less importance to agent</strong></td>
<td>a) Cans are recycled.</td>
</tr>
<tr>
<td>(*Receptive use only)</td>
<td>b) Dogs are kept in kennels.*</td>
</tr>
</tbody>
</table>
## 2. Grammatical/Linguistic Structures

<table>
<thead>
<tr>
<th>Subject content</th>
<th>2.1 Grammar Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Modal verbs</td>
<td><em>must/have to for obligation, rules would for suggestions</em></td>
</tr>
<tr>
<td>b) Reason</td>
<td><em>why, because, so ( = that’s why)</em></td>
</tr>
<tr>
<td>c) Adverbials of time</td>
<td><em>first, then, next, when, soon, soon after, at last, suddenly, at once</em></td>
</tr>
<tr>
<td>d) Infinitive of purpose</td>
<td><em>e.g. works hard (in order) to learn</em></td>
</tr>
<tr>
<td>e) Comparison</td>
<td><em>Comparative (-er/more ... than)</em></td>
</tr>
<tr>
<td>f) Superlative</td>
<td><em>(the –est/most –)</em></td>
</tr>
<tr>
<td>g) Relative clauses (defining only)</td>
<td><em>who, that, which, where</em></td>
</tr>
<tr>
<td>h) Question tags</td>
<td><em>positive and negative forms present/past simple only</em></td>
</tr>
<tr>
<td>i) Passive voice</td>
<td><em>receptive use only of present simple form</em></td>
</tr>
<tr>
<td>j) Zero Conditional/First Conditional</td>
<td><em>future possibilities receptive use only</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2 Tense/Verb forms</th>
<th>Present Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>all forms, including imperative</em></td>
</tr>
<tr>
<td></td>
<td><em>function: habit, fact, eternal truth, future - for appointments</em></td>
</tr>
<tr>
<td>Present Continuous</td>
<td><em>all forms</em></td>
</tr>
<tr>
<td></td>
<td><em>function: present activities, future plans, arrangements</em></td>
</tr>
<tr>
<td>Past Simple</td>
<td><em>all forms, including common irregular verbs in Vocabulary List</em></td>
</tr>
<tr>
<td></td>
<td><em>function: completed action in past</em></td>
</tr>
<tr>
<td>Used to</td>
<td><em>productive use of positive form;</em></td>
</tr>
<tr>
<td></td>
<td><em>receptive use only of negative and interrogative forms</em></td>
</tr>
<tr>
<td></td>
<td><em>function: - for past habits/actions which are no longer applicable</em></td>
</tr>
</tbody>
</table>
## Subject content

<table>
<thead>
<tr>
<th>Past Continuous</th>
<th>Past Continuous + Past Simple</th>
<th>Future simple (will + short form 'I'll')</th>
<th>Going to</th>
<th>Present Perfect Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>all forms</td>
<td></td>
<td>all forms</td>
<td>all forms</td>
<td>all forms: receptive use only</td>
</tr>
<tr>
<td>function: progressive action in past</td>
<td>function: was doing X when Y happened</td>
<td>function: future predictions, statement of fact</td>
<td>function: future plans/ intentions and immediate predictions</td>
<td>function: past personal experiences relevant to the present</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Past Continuous + Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>function: was doing X when Y happened</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Future simple (will + short form 'I'll')</th>
</tr>
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<tbody>
<tr>
<td>function: future predictions, statement of fact</td>
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</table>

<table>
<thead>
<tr>
<th>Going to</th>
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<tbody>
<tr>
<td>all forms</td>
</tr>
<tr>
<td>function: future plans/ intentions and immediate predictions</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Perfect Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>all forms: receptive use only</td>
</tr>
<tr>
<td>function: past personal experiences relevant to the present</td>
</tr>
</tbody>
</table>
## JETSET Level 4

### 1. Communicative Functions

<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| **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) Do you still write to your Nigerian friend?  
  c) Are you still living in Manchester? |
| **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 you passed your driving test. |
| **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 work at the estate agents?  
  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. |
<table>
<thead>
<tr>
<th>Subject content</th>
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</tr>
</thead>
<tbody>
<tr>
<td>e) When does the plane arrive?</td>
<td></td>
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<tr>
<td>f) If you are late, I’ll go without you next week!</td>
<td></td>
</tr>
<tr>
<td><strong>1.7 Indicate action without reference to agent/without stressing the doer of the action</strong></td>
<td>a) Three airline passengers were attacked.</td>
</tr>
<tr>
<td></td>
<td>b) All the flights were cancelled.</td>
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<td></td>
<td>c) English newspapers are sold in most countries.</td>
</tr>
<tr>
<td></td>
<td>d) Are all the new words underlined?</td>
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<tr>
<td></td>
<td>e) I wasn’t invited to the party.</td>
</tr>
<tr>
<td><strong>1.8 Provide defining information about people, things, animals, places and actions</strong></td>
<td>a) I used to have a girlfriend who lived in Italy.</td>
</tr>
<tr>
<td></td>
<td>b) Do you know anyone who works for the local hospital?</td>
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<td></td>
<td>c) I have just heard from a girl (who/that) I knew at school.</td>
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<td></td>
<td>d) I need to find a shop that hires out fancy dress.</td>
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<td></td>
<td>e) One game (that/which) I’m quite good at is volleyball.</td>
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<td></td>
<td>f) They city (which) I live in/in which I live is the largest (city) in Asia.</td>
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<td></td>
<td>g) This morning I saw a girl whose hair was bright blue</td>
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<td></td>
<td>h) Why can’t I do what I want to do?</td>
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<td></td>
<td>i) Do you know what a seismologist does?</td>
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<tr>
<td><strong>1.9 Express a preference between two things or people</strong></td>
<td>a) I prefer Brahms to Mozart.</td>
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<tr>
<td></td>
<td>b) I’d rather eat food than cook it.</td>
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<tr>
<td><strong>1.10 Express similarity</strong></td>
<td>a) He looks like his father.</td>
</tr>
<tr>
<td></td>
<td>b) Why do you do things like that?</td>
</tr>
<tr>
<td><strong>1.11 Express degree</strong></td>
<td>a) She is quite a famous writer.</td>
</tr>
<tr>
<td></td>
<td>b) It’s quite a long journey.</td>
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<td></td>
<td>c) Are you quite sure?</td>
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<td>d) She is quite nice but rather shy.</td>
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<td></td>
<td>e) I quite like him.</td>
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<td>f) The interview was rather difficult.</td>
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<td></td>
<td>g) It was a rather nice coat.</td>
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<td></td>
<td>h) I don’t like that song very much.</td>
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<td></td>
<td>i) Turn the volume down a bit / a little, please.</td>
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<tr>
<td></td>
<td>j) I completely forgot all about it. I’m so sorry.</td>
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<tr>
<td></td>
<td>k) I really don’t mind. (emphatic)</td>
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<td></td>
<td>l) It doesn’t really matter.</td>
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<tr>
<td></td>
<td>m) I hardly know him.</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
</tr>
<tr>
<td>-----------------</td>
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<tr>
<td>n) It’s almost a year since we last met.</td>
<td></td>
</tr>
</tbody>
</table>
| 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.  Don’t miss the entrance! |
### Subject content | Language/examples:
--- | ---
e) Take the lift to the second floor.

### 2. Grammatical/Linguistic Structures

<table>
<thead>
<tr>
<th>Subject content</th>
<th>2.1 Grammar points</th>
</tr>
</thead>
</table>
| a) Modal auxiliary verbs | - can / could, for possibility  
- will/would for possibility, advice |
| b) Relative clauses | - defining with or without the relative pronouns  
- who, that, (whom), which, whose + what |
| c) Zero, and First conditional | - future possibilities, advice |
| d) Second conditional | - advice  
- receptive use only |
| e) Reported speech | - statements and commands only |
| f) Adverbs of manner, place, time and degree | - quickly, at the school, at 10 o’clock, quite / rather / really |
| g) Prepositions | - about, at, by, for, in, on, to, with |
| h) Passive Voice: Present Simple and Past Simple only | - all forms listed require productive use |
| i) Question tags. | - Consolidation of all forms covered in JET 1 – 3:  
  - do/don’t  
  - does/doesn’t  
  - did/didn’t  
  - am I/ aren’t I  
  - is/isn’t  
  - are/aren’t  
  - was/wasn’t  
  - were/weren’t  
  - used to/didn’t use to  
  - has/hasn’t  
  - have/haven’t  
  - can/can’t |
<table>
<thead>
<tr>
<th>Subject content</th>
</tr>
</thead>
<tbody>
<tr>
<td>- could/couldn’t</td>
</tr>
<tr>
<td>- will/won’t</td>
</tr>
<tr>
<td>- would/wouldn’t</td>
</tr>
</tbody>
</table>

### 2.2 Tense/Verb forms

- **a) Past Continuous**
  - functions:
    - 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)

- **b) Present Perfect Simple**
  - all forms. Contrast with past simple function: used to indicate action within an unfinished time, which need not be specified (this week, this year)
  - Something that has remained the same (especially with for and since) a short time ago (especially with just) something that is awaited (especially with yet)
  - the present result of a past action
  - a time up to now (especially with ever, never)

- **c) Past Perfect Simple**
  - function
    - for reported speech - statements and commands only

- **d) Used to**
  - all forms, especially with emphatic never function:
    - for past habits/actions which are discontinued/which contrast with the present situation

- **e) Differentiation of future time expressions**
  - immediate future with be about to
  - future with will
  - future with going to
  - future with present continuous
  - future with present simple
## JETSET Level 5

### 1. Communicative Functions

<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Report statements, commands, requests and questions</strong></td>
<td>a) Peter told us (that) he was married.</td>
</tr>
<tr>
<td></td>
<td>b) She said she would visit Anna.</td>
</tr>
<tr>
<td></td>
<td>c) They said they had been to the shops.</td>
</tr>
<tr>
<td></td>
<td>d) The policeman told him to go home.</td>
</tr>
<tr>
<td></td>
<td>e) He advised me to see a doctor.</td>
</tr>
<tr>
<td></td>
<td>f) She asked me to pass the salt.</td>
</tr>
<tr>
<td></td>
<td>g) Jenny asked Rita if she was coming.</td>
</tr>
<tr>
<td></td>
<td>h) We asked him what his favourite programme was</td>
</tr>
<tr>
<td><strong>1.2 Seek confirmation</strong></td>
<td>a) Your mother’s been told about this, hasn’t she?</td>
</tr>
<tr>
<td></td>
<td>b) You haven’t eaten, have you?</td>
</tr>
<tr>
<td></td>
<td>c) You won’t go, will you?</td>
</tr>
<tr>
<td></td>
<td>d) They’ll have to move house, won’t they?</td>
</tr>
<tr>
<td></td>
<td>e) Petra wouldn’t like it, would she?</td>
</tr>
<tr>
<td></td>
<td>f) They hadn’t already seen him, had they?</td>
</tr>
<tr>
<td><strong>1.3 Indicate deduction/speculation about the present/future, requests and questions</strong></td>
<td>a) That must be John. He said he’d be here by six.</td>
</tr>
<tr>
<td></td>
<td>b) It could/may/might rain today. There are a few clouds in the sky.</td>
</tr>
<tr>
<td></td>
<td>c) They should be home by now.</td>
</tr>
<tr>
<td></td>
<td>d) She can’t be American; she doesn’t speak English.</td>
</tr>
<tr>
<td><strong>1.4 Give advice</strong></td>
<td>a) If you’re ill, (you should) go to the doctor.</td>
</tr>
<tr>
<td></td>
<td>b) You had better wear old clothes.</td>
</tr>
<tr>
<td></td>
<td>c) You ought to study harder.</td>
</tr>
<tr>
<td></td>
<td>d) If I were you, I would get there early.</td>
</tr>
<tr>
<td><strong>1.5 Imagine the consequences of events that happened, or didn’t happen, or began to happen in the past</strong></td>
<td>a) If I’d known you were staying, I would have prepared the bedroom.</td>
</tr>
<tr>
<td></td>
<td>b) If there hadn’t been a traffic jam, I’d have arrived on time.</td>
</tr>
<tr>
<td><strong>1.6 Agree and disagree</strong></td>
<td>a) I couldn’t agree more.</td>
</tr>
<tr>
<td></td>
<td>b) Well, I’m not sure about that.</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>1.7 Politely correct someone</strong></td>
<td>a) That isn’t quite right.</td>
</tr>
<tr>
<td></td>
<td>c) I’m not so certain that’s true.</td>
</tr>
<tr>
<td><strong>1.8 Express probable / improbable future result</strong></td>
<td>a) If you don’t pay attention, you won’t learn anything.</td>
</tr>
<tr>
<td></td>
<td>b) Unless you return the money you took, I’ll tell the police.</td>
</tr>
<tr>
<td></td>
<td>c) We’re going to get very wet if it doesn’t stop raining.</td>
</tr>
<tr>
<td></td>
<td>d) I’d travel the world if I could afford it.</td>
</tr>
<tr>
<td><strong>1.9 Give instructions</strong></td>
<td>a) To remove chewing gum, put the clothing in the freezer.</td>
</tr>
<tr>
<td></td>
<td>b) To open, line up the arrows and pull.</td>
</tr>
<tr>
<td></td>
<td>c) If you hear rapid pips during your call, put in more coins.</td>
</tr>
<tr>
<td></td>
<td>d) If you have difficulty making a call, dial 100 and ask the operator for help.</td>
</tr>
<tr>
<td><strong>1.10 Give less importance to agent</strong></td>
<td>a) The penguins are fed four times a day.</td>
</tr>
<tr>
<td></td>
<td>b) What was said at the meeting?</td>
</tr>
<tr>
<td></td>
<td>c) My brother was offered the job on the spot.</td>
</tr>
<tr>
<td></td>
<td>d) When was the election held?</td>
</tr>
<tr>
<td></td>
<td>e) Why have those trees been cut down?</td>
</tr>
<tr>
<td><strong>1.11 Express preference</strong></td>
<td>a) I’d rather stay in tonight.</td>
</tr>
<tr>
<td><strong>1.12 Ask for something to be done</strong></td>
<td>a) Would you post this for me, please?</td>
</tr>
<tr>
<td></td>
<td>b) Could you open the window a little?</td>
</tr>
<tr>
<td></td>
<td>c) Could you do me a favour? I need ...</td>
</tr>
<tr>
<td><strong>1.13 Politely offer help and reply appropriately</strong></td>
<td>a) Can I be of assistance?</td>
</tr>
<tr>
<td></td>
<td>b) Can I lend you a hand?</td>
</tr>
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<td></td>
<td>c) Let me carry that for you.</td>
</tr>
<tr>
<td></td>
<td>d) I’ll get that for you.</td>
</tr>
<tr>
<td></td>
<td>e) That’s very kind of you.</td>
</tr>
<tr>
<td></td>
<td>f) You look as if you need some help.</td>
</tr>
<tr>
<td></td>
<td>g) Shall I do it now?</td>
</tr>
<tr>
<td><strong>1.14 Give and ask permission for something</strong></td>
<td>a) It is OK to cross this field?</td>
</tr>
<tr>
<td></td>
<td>b) Of course you can.</td>
</tr>
<tr>
<td><strong>1.15 Give and ask permission for something/ refuse politely</strong></td>
<td>a) Could / may I borrow your torch?</td>
</tr>
<tr>
<td></td>
<td>b) I’m sorry, but I’m using it myself.</td>
</tr>
<tr>
<td><strong>1.16 Express</strong></td>
<td>a) It was raining so we had to eat in the hotel.</td>
</tr>
<tr>
<td>Subject content</td>
<td>Language/examples:</td>
</tr>
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<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>obligation, force and necessity</td>
<td>b) We mustn’t let this happen</td>
</tr>
<tr>
<td></td>
<td>c) We’ll have to book a taxi.</td>
</tr>
<tr>
<td></td>
<td>d) You will have to wait (for) your turn.</td>
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<td></td>
<td>e) I should go: it’s getting late.</td>
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<td></td>
<td>f) I had to go to the doctor’s yesterday.</td>
</tr>
<tr>
<td>1.17 Refer to past situations or recurrent experiences relevant to the present/</td>
<td>a) Have you ever been to China?</td>
</tr>
<tr>
<td>announce some news</td>
<td>b) I’ve already done my homework.</td>
</tr>
<tr>
<td></td>
<td>c) She still hasn’t telephoned.</td>
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<td></td>
<td>d) My parents haven’t visited me yet.</td>
</tr>
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<td></td>
<td>e) I have lived here since I was born.</td>
</tr>
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<td></td>
<td>f) She has been in that class for eight months.</td>
</tr>
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<td></td>
<td>g) Have you finished yet?</td>
</tr>
<tr>
<td></td>
<td>h) I have just finished my lunch.</td>
</tr>
<tr>
<td></td>
<td>i) The ship has sunk.</td>
</tr>
<tr>
<td>1.18 Talk about future plans</td>
<td>a) We’ll go shopping when she arrives.</td>
</tr>
<tr>
<td></td>
<td>b) What shall I do when you go?</td>
</tr>
<tr>
<td></td>
<td>c) You can swim as soon as we get there.</td>
</tr>
<tr>
<td>1.19 Comparison</td>
<td>a) This is worse/better/less/more than that.</td>
</tr>
<tr>
<td></td>
<td>b) This is the worst/the best.</td>
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<td></td>
<td>c) I have the least/the most.</td>
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<td>d) She’s as tall as her brother.</td>
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<td>e) You can eat more quickly than I do.</td>
</tr>
<tr>
<td></td>
<td>f) I work much harder now than I used to.</td>
</tr>
<tr>
<td>1.20 Give directions</td>
<td>a) Take the third exit on the left.</td>
</tr>
<tr>
<td></td>
<td>b) After the second set of traffic lights, turn sharp left.</td>
</tr>
<tr>
<td>1.21 Express fear or worry</td>
<td>a) He’s never as late as this.</td>
</tr>
<tr>
<td></td>
<td>b) He should have been home by now.</td>
</tr>
<tr>
<td>1.22 Indicate lack of comprehension and request clarification</td>
<td>a) I’m sorry, I don’t understand what you said.</td>
</tr>
<tr>
<td></td>
<td>b) Sorry, I didn’t understand you.</td>
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<td>c) Could you explain?</td>
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<td></td>
<td>d) Sorry, could you repeat that?</td>
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<td>e) Do you mean there’s no way out?</td>
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<td></td>
<td>f) What did you mean by saying that?</td>
</tr>
<tr>
<td>1.23 Pay and receive a</td>
<td>a) What a beautiful dress!</td>
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<tr>
<td></td>
<td>b) I’m glad you like it.</td>
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<tr>
<td>Subject content</td>
<td>Language/examples:</td>
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<tr>
<td><strong>compliment</strong></td>
<td>c) You sang really well.</td>
</tr>
<tr>
<td></td>
<td>d) It’s very kind of you to say so.</td>
</tr>
<tr>
<td><strong>1.24 Promise, threat and warn</strong></td>
<td>a) I’ll take you to the airport.</td>
</tr>
<tr>
<td></td>
<td>b) You won’t go unless you behave.</td>
</tr>
<tr>
<td></td>
<td>c) If you do that again, I’m leaving.</td>
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<td><strong>1.25 Express hopes and wishes</strong></td>
<td>a) I hope the weather is/will be fine.</td>
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<td>b) I wish the sun would shine.</td>
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<td></td>
<td>c) I wish I knew the answer.</td>
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<td></td>
<td>d) How kind!</td>
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<tr>
<td></td>
<td>e) That’s very good of you.</td>
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<td><strong>1.26 Express appreciation</strong></td>
<td>a) You didn’t really need to.</td>
</tr>
<tr>
<td><strong>1.27 Apologise, congratulate and commiserate</strong></td>
<td>a) I’m terribly sorry for you.</td>
</tr>
<tr>
<td></td>
<td>b) Everything will be all right, you’ll see.</td>
</tr>
<tr>
<td><strong>1.28 Write formal/ informal postcards and letters</strong></td>
<td>a) Dear Vita ...... Love Trudi.</td>
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<td></td>
<td>b) Dear Harold... Best wishes, Tim.</td>
</tr>
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<td></td>
<td>c) Dear Mr Clarke...Yours sincerely.</td>
</tr>
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<td></td>
<td>d) Dear Sir/Madam...Yours faithfully.</td>
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<td><strong>1.29 Express consequence</strong></td>
<td>a) The music was so loud I could hear it in the street.</td>
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<td>b) The play was so bad that I demanded my money back.</td>
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<td><strong>1.30 Use the telephone and understand recorded announcements</strong></td>
<td>a) Hello, can I speak to Goran, please?</td>
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<td>b) I’d like to speak to Mr Clayton, please.</td>
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<td></td>
<td>c) One moment, I’ll see if he’s in.</td>
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<td></td>
<td>d) I’m sorry, his line’s engaged. Could you call back later?</td>
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<td>e) He’s not here, I’m afraid.</td>
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<td></td>
<td>f) Sorry, he’s not here at the moment.</td>
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<td>g) Who shall I say called/is calling?</td>
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<td></td>
<td>h) Can I take a message?</td>
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<td>i) Could you ask him to phone Mikhail on eight-oh-one-two-oh-two, please?</td>
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<td></td>
<td>j) Sorry, could you repeat that, please?</td>
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<td></td>
<td>k) I’m sorry, I think you’ve got the wrong number.</td>
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<td>l) There’s no one here by that name.</td>
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<td>m) There’s no-one here at present.</td>
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<td>n) Please leave your name and number after the bleep and...</td>
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</tbody>
</table>

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*Pearson LCCI JETSET/ESOL qualifications*
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
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</thead>
</table>
| 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

<table>
<thead>
<tr>
<th>Subject content</th>
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</thead>
</table>
| 2.1 Grammar points | a) Modal verbs  
• ought to, should, had better for advice, need for necessity could/can, may/might for possibility, permission, requests had to - past form of must/have to for obligation, force, necessity |
|                  | b) Modal verbs for deduction for present use  
• could be/have, can’t be/have, might be/have, must be/have, should be/have, ought to be/have, will be/have (plus negatives) |
|                  | c) Reflexive and emphatic pronouns  
• e.g. I’ve cut myself /I did it myself |
|                  | d) Comparison of Adjectives and Adverbs  
• regular and irregular forms (not) as ... as very/too/(not) enough when/as soon as ... |
|                  | e) Reported Speech  
• all forms |
|                  | f) Passive Voice  
• all tenses, simple forms |
|                  | g) Causatives  
• all tenses, simple forms |
|                  | h) Zero/First and Second Conditional |
### Subject content

<p>| | |</p>
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<tbody>
<tr>
<td>productive use</td>
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<tr>
<td>i) Third Conditional</td>
<td>• unchangeable past</td>
</tr>
<tr>
<td></td>
<td>• receptive use only</td>
</tr>
<tr>
<td>j) Question Tags</td>
<td>• all tenses for verbs; present tense only for modal verbs</td>
</tr>
</tbody>
</table>
### JETSET Level 6

**1. Communicative Functions**

<table>
<thead>
<tr>
<th>Subject content</th>
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</tr>
</thead>
</table>
| **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. Do you want to come?  
  
d) I was thinking of inviting them to dinner. What do you think? |
| **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 you had asked me, I’d have posted the forms for you. |
| **1.6 Imagine the present consequences of** | 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. |
<table>
<thead>
<tr>
<th>Subject content</th>
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</thead>
<tbody>
<tr>
<td><strong>events that didn’t happen</strong></td>
<td>c) If she’d been born in 1954, how old would she be now?</td>
</tr>
</tbody>
</table>
| **1.7 Express regret** | a) If only I’d had my torch with me.  
b) If only they’d been more sensible.  
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** | a) I was allowed to look around the private gardens  
b) We couldn’t (were not allowed to) wear our shoes inside the house.  
c) They let me see the diamonds.  
d) 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. |
<table>
<thead>
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<tbody>
<tr>
<td>1.14 Express possibility/certainty</td>
<td>a) The key must have fallen behind the piano.</td>
</tr>
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<td></td>
<td>b) They might have stopped on the way.</td>
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<tr>
<td></td>
<td>c) He may not have felt well.</td>
</tr>
<tr>
<td>1.15 Refer to impossibility</td>
<td>a) They can’t have left yet, because their car is still there.</td>
</tr>
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<td></td>
<td>b) She couldn’t have gone to the party, because she was too ill.</td>
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<tr>
<td>1.16 Refer to ability/ability in the past</td>
<td>a) I was able to finish my report before the game started.</td>
</tr>
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<td></td>
<td>b) He managed to finish the project on time.</td>
</tr>
<tr>
<td></td>
<td>c) They couldn’t understand a word of it.</td>
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<tr>
<td></td>
<td>d) I was unable to (wasn’t able to) complete the course.</td>
</tr>
<tr>
<td></td>
<td>e) We didn’t manage to finish it on time.</td>
</tr>
<tr>
<td>1.17 Ask for and give advice</td>
<td>a) What would you do in my position / if you were me?</td>
</tr>
<tr>
<td></td>
<td>b) If I were you, I’d own up.</td>
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<td></td>
<td>c) If I were writing to him, I’d tell him about it.</td>
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<tr>
<td></td>
<td>d) I think you should/ought to/had better tell your parents.</td>
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<td></td>
<td>e) I would advise you to have nothing to do with it.</td>
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<td></td>
<td>f) If you want my advice, don’t do it.</td>
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<tr>
<td>1.18 Predict a future state or habit at a particular time in the future</td>
<td>a) By the time I’m 30, I’ll be thinking of marriage.</td>
</tr>
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<td></td>
<td>b) When my parents go away, I’ll be cooking for myself.</td>
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<tr>
<td>1.19 Express expectation</td>
<td>a) By the time we get there, the film will have started.</td>
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<tr>
<td></td>
<td>b) he meeting won’t have finished by noon.</td>
</tr>
<tr>
<td>1.20 Refer to services done for us by others</td>
<td>a) I’d like my hair cut really short, please.</td>
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<tr>
<td></td>
<td>b) Get the oil checked as well as the tyres.</td>
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<td></td>
<td>c) I’m having my ears pierced on my eighteenth birthday.</td>
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<tr>
<td></td>
<td>d) I must have the sleeves shortened.</td>
</tr>
<tr>
<td>1.21 Ask polite indirect questions</td>
<td>a) Could you tell me the time of the next bus, please?</td>
</tr>
<tr>
<td></td>
<td>b) Do you know if / whether the train has left?</td>
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<td></td>
<td>c) Would you mind telling me the time please?</td>
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<td></td>
<td>d) I wonder if you could show me the way to the dining room please?</td>
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<tr>
<td></td>
<td>e) I don’t suppose you know where he went?</td>
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<td></td>
<td>f) Have you any idea how much it will cost?</td>
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<td></td>
<td>g) Do you know where he has gone?</td>
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<td></td>
<td>h) Can you tell me where I could find him?</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td><strong>1.22 Make polite requests</strong></td>
<td>a) Do you think you could help me to move this table?</td>
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<td></td>
<td>b) Do you mind if I share your book?</td>
</tr>
<tr>
<td></td>
<td>c) Would you mind changing places with me?</td>
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<td></td>
<td>d) Not at all / I’d rather not, if you don’t mind.</td>
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<td></td>
<td>e) Would you mind not smoking?</td>
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<tr>
<td></td>
<td>f) Would it be all right if I sat here?</td>
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<td></td>
<td>g) I wonder if you’d mind lending me a hand?</td>
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<tr>
<td><strong>1.23 Complain</strong></td>
<td>a) I’m sorry to have to say this, but the bathroom wasn’t very clean.</td>
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<td></td>
<td>b) I’m afraid I have to complain about the quality of this dress.</td>
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<td></td>
<td>c) Can’t something be done about the lights?</td>
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<tr>
<td></td>
<td>d) I really must protest about the staff. They’ve been unhelpful and rude.</td>
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<tr>
<td><strong>1.24 Express opinion/disapproval</strong></td>
<td>a) People should use the buses, not cars.</td>
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<td></td>
<td>b) People shouldn’t use their own transport in big cities.</td>
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<td></td>
<td>c) A thorough investigation should be carried out.</td>
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<td></td>
<td>d) The government ought to do something about it.</td>
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<td></td>
<td>e) People should use the buses, not cars</td>
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<td><strong>1.25 Give polite short answers to questions and statements (using auxiliary verbs)</strong></td>
<td>a) Are you coming with us? Yes I am.</td>
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<td></td>
<td>b) It’s a lovely day! Yes it is, isn’t it.</td>
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<td></td>
<td>c) Did you go out last night? Yes, I did.</td>
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<td></td>
<td>d) Don’t forget to write No, I won’t.</td>
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<td></td>
<td>e) Is it going to rain? I hope not.</td>
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<td></td>
<td>f) She hates dancing. No she doesn’t, she loves it.</td>
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<td></td>
<td>g) Have you had breakfast yet? No, I haven’t.</td>
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<tr>
<td><strong>1.26 Distinguish between ‘make’ and ‘do’</strong></td>
<td>a) <strong>make:</strong></td>
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<td>- a mistake</td>
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<td>- up my mind</td>
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<td>- a mess</td>
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<td>- a complaint</td>
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<td>- sure that</td>
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<tr>
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<td>• money</td>
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<td>• a speech</td>
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<td>• a profit</td>
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<td>• a noise</td>
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<td>• a phone call</td>
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<td>• friends with</td>
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<td>• a will</td>
</tr>
<tr>
<td></td>
<td>• a profit</td>
</tr>
<tr>
<td></td>
<td>• the bed</td>
</tr>
</tbody>
</table>

b) do:
- the shopping
- someone a favour
- the housework
- nothing/everything
- my best
- business with
- exercises
- the washing up

2. Grammatical/Linguistic structures

<table>
<thead>
<tr>
<th>Subject content</th>
<th>2.1 Grammar points</th>
<th>2.2 Tense/verb forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a) Third Conditional</td>
<td>Productive use of all tenses covered in the lower levels plus:</td>
</tr>
<tr>
<td></td>
<td>• productive use</td>
<td>a) Present Continuous</td>
</tr>
<tr>
<td></td>
<td>b) Second and Third Conditional (mixed)</td>
<td>• function: tentative ideas, indirect invitations, irritation with use of always</td>
</tr>
<tr>
<td></td>
<td>• productive use</td>
<td>b) Future Perfect</td>
</tr>
<tr>
<td></td>
<td>c) Passive voice + modal verbs. Both/either/neither/do/make/take</td>
<td>• all forms</td>
</tr>
<tr>
<td></td>
<td>• use of all tenses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Modal verbs for deduction for past use</td>
<td></td>
</tr>
<tr>
<td>Subject content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● function: projecting oneself to a specific time in future and referring to a state, event or activity in the present</td>
<td></td>
</tr>
<tr>
<td>c) Future Continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>● all forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● function: for an event or state which will be happening at a particular time</td>
<td></td>
</tr>
</tbody>
</table>
## JETSET Level 7

### 1. Communicative Functions

<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| **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. |
<p>| <strong>1.8 Make a</strong> | a) Why don’t you dye your hair red? |</p>
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| **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. |
<p>| <strong>1.16 Use ‘to’ instead of ‘to +</strong> | a) I knew I shouldn’t have eaten all the cake, but I wanted to. |</p>
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
</table>
| **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 |
<table>
<thead>
<tr>
<th>Subject content</th>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>aa) look down in the mouth</td>
<td></td>
</tr>
<tr>
<td>bb) be long in the tooth</td>
<td></td>
</tr>
<tr>
<td>cc) have a hand in something</td>
<td></td>
</tr>
<tr>
<td>dd) lend a hand</td>
<td></td>
</tr>
<tr>
<td>ee) in the flesh</td>
<td></td>
</tr>
</tbody>
</table>

### 1.19 Use commonly used phrasal verbs

<table>
<thead>
<tr>
<th>Language/examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) answer back</td>
</tr>
<tr>
<td>b) back out</td>
</tr>
<tr>
<td>c) break down</td>
</tr>
<tr>
<td>d) build something up</td>
</tr>
<tr>
<td>e) call someone back</td>
</tr>
<tr>
<td>f) calm someone down</td>
</tr>
<tr>
<td>g) chew something over</td>
</tr>
<tr>
<td>h) count on someone</td>
</tr>
<tr>
<td>i) do without something</td>
</tr>
<tr>
<td>j) drop something off</td>
</tr>
<tr>
<td>k) end up</td>
</tr>
<tr>
<td>l) fall through</td>
</tr>
<tr>
<td>m) finish up</td>
</tr>
<tr>
<td>n) fit something in</td>
</tr>
<tr>
<td>o) get on with someone</td>
</tr>
<tr>
<td>p) get on with something</td>
</tr>
<tr>
<td>q) get up to something</td>
</tr>
<tr>
<td>r) go over something</td>
</tr>
<tr>
<td>s) help someone out</td>
</tr>
<tr>
<td>t) hold something up</td>
</tr>
<tr>
<td>u) join in</td>
</tr>
<tr>
<td>v) jump at something</td>
</tr>
<tr>
<td>w) keep at something</td>
</tr>
<tr>
<td>x) lead someone on</td>
</tr>
<tr>
<td>y) let someone down</td>
</tr>
<tr>
<td>z) look up to someone</td>
</tr>
<tr>
<td>aa) make something out</td>
</tr>
<tr>
<td>bb) make something up</td>
</tr>
<tr>
<td>cc) move on</td>
</tr>
<tr>
<td>dd) move out</td>
</tr>
<tr>
<td>Subject content</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>ee) nod off</td>
</tr>
<tr>
<td>ff) opt out</td>
</tr>
<tr>
<td>gg) own up (to something)</td>
</tr>
<tr>
<td>hh) pack something in</td>
</tr>
<tr>
<td>ii) Pick on someone</td>
</tr>
<tr>
<td>jj) put up with someone/something</td>
</tr>
<tr>
<td>kk) read something into something</td>
</tr>
<tr>
<td>ll) ring someone up</td>
</tr>
<tr>
<td>mm) run into someone</td>
</tr>
<tr>
<td>nn) rush into something</td>
</tr>
<tr>
<td>oo) see into something</td>
</tr>
<tr>
<td>pp) see through someone</td>
</tr>
<tr>
<td>qq) set about something</td>
</tr>
<tr>
<td>rr) settle for something</td>
</tr>
<tr>
<td>ss) sign someone up</td>
</tr>
<tr>
<td>tt) splash out on something</td>
</tr>
<tr>
<td>uu) stick up for someone</td>
</tr>
<tr>
<td>vv) take after someone</td>
</tr>
<tr>
<td>ww) take something on</td>
</tr>
<tr>
<td>xx) think something over</td>
</tr>
<tr>
<td>yy) tuck into something</td>
</tr>
<tr>
<td>zz) walk out on someone</td>
</tr>
<tr>
<td>aaa) wind up</td>
</tr>
<tr>
<td>bbb) work something out</td>
</tr>
</tbody>
</table>
### 2. Grammatical/Linguistic Structures

<table>
<thead>
<tr>
<th>Subject content</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1 Grammar points</strong></td>
<td></td>
</tr>
<tr>
<td>a) Modal verbs</td>
<td>‘should’ in that-clauses for advice, orders, suggestions</td>
</tr>
<tr>
<td>b) Passive voice</td>
<td>reported speech</td>
</tr>
<tr>
<td>c) Linking verbs</td>
<td>become, come, get, go, grow, turn (into), appear, seem</td>
</tr>
<tr>
<td>d) Articles</td>
<td>the, zero article, a/an for things in general</td>
</tr>
<tr>
<td>e) Determiners and quantifiers</td>
<td>few, a few, little, a little</td>
</tr>
<tr>
<td>f) Relative clauses</td>
<td>non-defining</td>
</tr>
<tr>
<td>g) Conjunctions</td>
<td>comparison and concession causes, reasons, purpose, results</td>
</tr>
<tr>
<td>h) Prepositions</td>
<td>except (for), besides, apart from, but for</td>
</tr>
<tr>
<td>i) Idiomatic phrases and collocations</td>
<td>as listed above</td>
</tr>
<tr>
<td>j) Phrasal verbs</td>
<td>as listed above</td>
</tr>
<tr>
<td><strong>2.2 Tense</strong></td>
<td>Productive use of all tenses covered in the lower levels plus:</td>
</tr>
<tr>
<td>a) Past Perfect Continuous</td>
<td>function: a situation or activity that happened over a period up to a particular past time, or until shortly before it</td>
</tr>
<tr>
<td>b) Past Perfect</td>
<td>function: to express unfulfilled intention</td>
</tr>
<tr>
<td>c) Future Perfect Continuous</td>
<td>function: to emphasise how long something has been going on by a particular point in the future. Will have been doing</td>
</tr>
</tbody>
</table>
## Assessment

### Assessment summary

<table>
<thead>
<tr>
<th>Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>First teaching: February 2015</td>
</tr>
<tr>
<td>Availability: On demand</td>
</tr>
</tbody>
</table>

**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 and 4:**
1. At home
2. Education
3. College
4. University
5. At work
6. Leisure
7. Travel, transport and holidays
8. Parts of the body, health and symptoms
9. Clothes
10. People
11. Family
12. Relations
13. Friends
14. Personal information
15. Jobs and occupations
16. Hobbies
17. Likes and dislikes
18. Animals
19. Food and drink
20. Shopping
21. Time and measurement
22. Numbers, prices and quantities
23. Colours
24. Entertainment
25. Days, months, seasons and weather
26. Countries, cities and nationalities
27. Social activities
28. Citizenship and knowing your rights
29. Appointments – for example dentist, doctor, school, job, crèche, library, vet
Levels 5, 6 and 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.
Title: Pearson LCCI JETSET/ESOL – Foundation, 1, 2, 3, 4, 5, 6 and 7

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

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

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

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

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

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

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

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

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
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- Candidate A will state their opinion 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 (Foundation level - level 4)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Displays <strong>limited</strong> 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.</td>
</tr>
<tr>
<td>5-7</td>
<td>Displays <strong>adequate</strong> 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.</td>
</tr>
<tr>
<td>8-10</td>
<td>Displays <strong>confident</strong> 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.</td>
</tr>
</tbody>
</table>

(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.
Marking scale and interpretations (Levels 5, 6 and 7)

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>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.</td>
</tr>
<tr>
<td>5-7</td>
<td>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.</td>
</tr>
<tr>
<td>8-10</td>
<td>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.</td>
</tr>
</tbody>
</table>

(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 level - level 4)

Marking descriptors

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>in use of grammar and vocabulary</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>and range of grammar and vocabulary</td>
</tr>
<tr>
<td>Achievement</td>
<td>through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)</td>
</tr>
</tbody>
</table>

Marking scale and interpretations

<table>
<thead>
<tr>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Can provide restricted evidence of accuracy, appropriateness and achievement, and restricted content in tasks</td>
</tr>
<tr>
<td>2</td>
<td>Can provide sufficient evidence of accuracy, appropriateness and achievement, and sufficient content in tasks</td>
</tr>
<tr>
<td>3</td>
<td>Can provide extensive evidence of sustained accuracy, appropriateness and achievement, and extensive and sustained content in tasks</td>
</tr>
</tbody>
</table>

Give 0 when the task is not attempted
Allocation of marks

<table>
<thead>
<tr>
<th>DESCRIPTORS</th>
<th>MARKS</th>
<th>Part One</th>
<th>Part Two</th>
<th>Part Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td>1 2</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**TOTAL MAXIMUM MARK 20**

Example of marks given for JET Oral Test

<table>
<thead>
<tr>
<th>DESCRIPTORS</th>
<th>Part One</th>
<th>Part Two</th>
<th>Part Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>Appropriateness</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>1 2</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Totals</td>
<td>2 5 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>16/20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Speaking component (Levels 5, 6 and 7)

Marking descriptors

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
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<tr>
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<td>through communication within and completion of task (Note: weak pronunciation can impede communication and so achievement of task)</td>
</tr>
</tbody>
</table>

Marking scale and interpretations

<table>
<thead>
<tr>
<th>Mark</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Can provide <em>restricted</em> evidence of accuracy, appropriateness and achievement, and restricted content in tasks</td>
</tr>
<tr>
<td>3-4</td>
<td>Can provide <em>sufficient</em> evidence of accuracy, appropriateness and achievement, and sufficient content in tasks</td>
</tr>
<tr>
<td>5-6</td>
<td>Can provide <em>extensive</em> evidence of <em>sustained</em> accuracy, appropriateness and achievement, and extensive and sustained content in tasks.</td>
</tr>
</tbody>
</table>

Give 0 when the task is not attempted
### Allocation of marks

<table>
<thead>
<tr>
<th>DESCRIPTORS</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part One</td>
</tr>
<tr>
<td>Accuracy</td>
<td>1-2  3-4  5-6</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>1-2  3-4  5-6</td>
</tr>
<tr>
<td>Achievement</td>
<td>1-2  3-4</td>
</tr>
<tr>
<td><strong>TOTAL MAXIMUM MARK</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

### Example of marks given for JETSET 5 Speaking Test

<table>
<thead>
<tr>
<th>Descriptors</th>
<th>Part One</th>
<th>Part Two</th>
<th>Part Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>1-2  3-4  5-6</td>
<td>1-2  3-4  5-6</td>
<td>1-2  3-4  5-6</td>
</tr>
<tr>
<td>Appropriateness</td>
<td>1-2  3-4  5-6</td>
<td>1-2  3-4  5-6</td>
<td>1-2  3-4  5-6</td>
</tr>
<tr>
<td>Achievement</td>
<td>1(2)  3-4</td>
<td>1-2  3-4  5-6</td>
<td>1-2  3-4  5-6</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>2</strong></td>
<td><strong>13</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>24/40</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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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 student 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Achievement</th>
<th>Recommended action/Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>75% +</td>
<td>Proceed to next level</td>
</tr>
<tr>
<td>Merit</td>
<td>60 – 74%</td>
<td>Proceed to next level</td>
</tr>
<tr>
<td>Pass</td>
<td>50 - 59%</td>
<td>Proceed to next level</td>
</tr>
<tr>
<td>Below Threshold</td>
<td>&lt; 50%</td>
<td>Further study required / Retake level</td>
</tr>
</tbody>
</table>

* 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.

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**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.

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**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 3 Certificate in ESOL International (CEFR B1): 601/5630/2
- 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:

- ASE10186 – JETSET Writing (SET)
- ASE10190 – JETSET Writing (SET)
- ASE10194 – JETSET Writing (SET)
- ASE10198 – JETSET Writing (SET)
- ASE10202 – JETSET Writing (JETSET)
- ASE10206 – JETSET Writing (JETSET)
- ASE20064 – JETSET Writing (JETSET)
- ASE10183 – JETSET Speaking (SET)
- ASE10187 – JETSET Speaking (SET)
- ASE10191 – JETSET Speaking (SET)
- ASE10195 – JETSET Speaking (SET)
- ASE10199 – JETSET Speaking (SET)
- ASE10203 – JETSET Speaking (JETSET)
- ASE10207 – JETSET Speaking (JETSET)
- ASE20065 – JETSET Speaking (JETSET)
- ASE10181 – JETSET Listening (SET)
- ASE10184 – JETSET Listening (SET)
- ASE10188 – JETSET Listening (SET)
- ASE10192 – JETSET Listening (SET)
- ASE10196 – JETSET Listening (SET)
- ASE10200 – JETSET Listening (JETSET)
- ASE10204 – JETSET Listening (JETSET)
- ASE20062 – JETSET Listening (JETSET)
- ASE10182 – JETSET Reading (SET)
- ASE10185 – JETSET Reading (SET)
- ASE10189 – JETSET Reading (SET)
- ASE10193 – JETSET Reading (SET)
- ASE10197 – JETSET Reading (SET)
- 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 Senior English Test (SET) 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 by produced by Pearson. Pearson does, however, intend to produce some teaching and learning resources in the near future that will be designed specifically to support JETSET.

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.


JETSET Foundation level

Bygrave J – Total English Starter Student’s Book (Longman, 2007)
ISBN 9781405828246
Total English: Starter Workbook with Key ISBN 9781405829151
Offeringer I – Total English: Teacher’s Resource Book and Test Master CD-ROM
ISBN 9781405848305

Cunningham S and Moor P – Cutting Edge Starter Student’s Pack (Longman, 2007)
ISBN 9781405852265
Cutting Edge Starter Workbook with Answer Key ISBN 9780582501775
Cutting Edge Starter: Teacher’s Resource Book and Test Master CD-ROM
ISBN 9781405843652

Vince M – Smart Start Student’s Book (Macmillan Education, 2005) ISBN 9781405069649
My First English Book Teacher’s Book (Smart Start) 9781405069656

Wetz B – Adventures Starter Student’s Book (Oxford University Press, 2002)
ISBN 9780194376600
Adventures Starter: Workbook ISBN 9780194378093
Adventures Starter: Teacher’s Book ISBN 9780194703369
Adventures Starter: Audio CD ISBN 9780194703284

JETSET Level 1

Clandfield L – Straightforward Beginner: Student’s Book Pack (Macmillan ELT, 2007)
ISBN 9780230020764
Straightforward Beginner: Workbook with Key Pack ISBN 9781405075169
Straightforward Beginner: Class Audio CD ISBN 9781405010566

Goldstein B – Framework Intro Student’s Pack (Richmond Publishing, 2006)
ISBN 9788466807456
Framework Intro Teacher’s Pack ISBN 9788466807463

Richards J – Interchange Intro Student’s Book, 3rd Edition (Cambridge University Press,
2005) ISBN 9780521601511
Interchange Intro Student’s Book with Audio CD, 3rd Edition ISBN 9780521601498
Interchange Intro Workbook, 3rd Edition ISBN 9780521601559
Interchange Intro Class Audio CDs, 3rd Edition ISBN 9780521601641

*New Headway Beginner: Workbook with Answer Key* ISBN 9780194376327

*New Headway Beginner: Teacher's Book* ISBN 9780194376341


*New Headway Beginner: Class Audio CDs* ISBN 9780194376389

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**JETSET Level 2**


*Straightforward Elementary: Student's Book Pack* ISBN 9780230020771

*Straightforward Elementary: Workbook with Answer Key* ISBN 9781405075190


*Straightforward Elementary: Class Audio CD* ISBN 9781405010788

Cunningham S and Moor P – *Cutting Edge Elementary Student's Book 1* (Longman, 2001) ISBN 9780582403949

*Cutting Edge: Elementary Workbook with Answer Key* ISBN 9780582403932

*Cutting Edge: Elementary Teacher's Book* ISBN 9780582403925

*Cutting Edge: Elementary Class Audio CD 1 and 2* ISBN 9780582438439


*New Cutting Edge Elementary: Workbook with Answer Key* ISBN 9780582825031

*New Cutting Edge Elementary: Teacher's Book* ISBN 9781405843485

*New Cutting Edge Elementary: Class 1-3 Audio CDs* ISBN 9780582825062


*Innovations Elementary Workbook* ISBN 9781413012712

*Innovations Elementary Teacher's Text* ISBN 9781413012699


*Innovations Elementary Audio CDs* ISBN 9781413012743


*Total English Elementary Workbook with Answer Key and CD-ROM Pack* ISBN 9781405820080


*Total English Elementary Class Audio CD* ISBN 9781405800433
*Framework: No.1 Teacher's Book* ISBN 9788466806374

*Just Right Workbook with Answer Key* ISBN 9780462007793
*Just Right Teacher's Book* ISBN 9780462007816
*Just Right Class Audio CD* ISBN 9780462007823

*New Headway: Elementary Workbook with Answer Key* ISBN 9780194715102
*New Headway: Class Audio CDs Elementary Level* ISBN 9780194715140
*New Headway: Elementary Student's Workbook Audio CD* ISBN 9780194715171

**JETSET Level 3**

*Total English Pre-Intermediate Class Audio CD* ISBN 9781405800495

*Cutting Edge Pre-Intermediate: Workbook with Answer Key* ISBN 9780582382619
*Cutting Edge Pre-Intermediate: Teacher's Book* ISBN 9780582382626
*Cutting Edge Pre-Intermediate: Class Audio CD 1 and 2* ISBN 9780582400214

*New Cutting Edge Pre-Intermediate Workbook with Answer Key* ISBN 9780582825116
*New Cutting Edge Pre-Intermediate Class Audio CD 1-3* ISBN 9780582825147
Workbook for Innovations Pre-Intermediate ISBN 9780759396210
Teacher’s Resource Book for Innovations Pre-Intermediate ISBN 9780759396258
Innovations Pre-Intermediate Audio CDs ISBN 9780759396234

Framework 2 Teacher’s Book ISBN 9788466806404

Just Right Workbook with Answer Key ISBN 9780462007373
Just Right Teacher’s Book ISBN 9780462007397
Just Right Class Audio CD (1) ISBN 9780462007403

Straightforward Pre-Intermediate: Class Audio CD ISBN 9781405010627

Quick Smart English Pre-Intermediate Workbook ISBN 9781905248094
Quick Smart English Pre-Intermediate Pack ISBN 9781905248179

New Headway: Pre-Intermediate Workbook with Key ISBN 9780194715867
New Headway: Pre-Intermediate Class Audio CDs ISBN 9780194715904
New Headway: Pre-Intermediate Student’s Workbook Audio CD ISBN 9780194715928
JETSET Level 4

Total English Pre-Intermediate Class Audio CD ISBN 9781405800495

Cunningham S and Moor P – Cutting Edge Intermediate Student's Book (Longman, 1998) ISBN 9780582302075
Cutting Edge Intermediate Video Activity Book ISBN 9780582469389
Cutting Edge Teacher's Resource Book ISBN 9780582302082

New Cutting Edge Intermediate Class Audio CDs 1-3 ISBN 9780582825222
Cunningham S – New Cutting Edge Intermediate Workbook with Answer Key ISBN 9780582825208

Innovations Intermediate: Workbook ISBN 9780759398450
Innovations Intermediate: Teacher's Book ISBN 9780759398436
Innovations Intermediate: Audio CDs ISBN 9780759398399

Framework: Workbook with Audio CD and CD-ROM ISBN 9788466806442
Framework: Teacher's Book and Resource Book ISBN 9788466806435

Harmer J and Lethaby C – Just Right Workbook with Answer Key and Audio CD (1) ISBN 9780462007717
Just Right Teacher's Book: Intermediate ISBN 9780462007168
Just Right Class Audio CD (2) ISBN 9780462007212
*Straightforward Intermediate Class Audio CD* ISBN 9781405010702

*New Headway Intermediate Student’s Book B* ISBN 9780194387521
*New Headway Intermediate Workbook with Answer Key* ISBN 9780194387545
*New Headway Intermediate Class Audio CDs* ISBN 9780194387590

*Quick Smart English Intermediate Workbook* ISBN 9781905248056
*Quick Smart English Intermediate Pack* ISBN 9781905248186
*Quick Smart English Intermediate Teacher’s Guide* ISBN 9781905248162

**JETSET Level 5**

*Total English Upper Intermediate Class Audio CD* ISBN 9781405800648

*Cutting Edge Upper Intermediate Workbook* ISBN 9780582325272
*Cutting Edge Upper Intermediate Class Audio CD* ISBN 9780582488861

*New Cutting Edge Upper Intermediate Class CD 1-3* ISBN 9780582825307
Innovations Upper Intermediate: Workbook ISBN 9780759398504
Innovations Upper Intermediate: Teacher's Book ISBN 9780759398498
Innovations Upper Intermediate Audio CD ISBN 9780759398443

Framework: Teacher's Book Resource Book 4 ISBN 9788466806466

Just Right Workbook with Answer Key ISBN 9780462007724
Just Right Teacher's Book: Upper Intermediate ISBN 9780462007311
Just Right Class Audio CD (2): Upper Intermediate ISBN 9780462007328

Straightforward Upper Intermediate Workbook with Key Pack ISBN 9781405075282
Straightforward Upper Intermediate Class Audio CD ISBN 9781405010931

New Headway Upper Intermediate Student's Book B ISBN 9780194393058
New Headway Upper Intermediate Workbook with Answer Key ISBN 9780194393010
New Headway Upper Intermediate Class Audio CDs (2) ISBN 9780194393072

ISBN 9780333710531
Prospects Upper Intermediate: Workbook ISBN 9780333710586
Prospects Upper Intermediate: Teacher's Book ISBN 9780333710630
JETSET Levels 6 and 7

Total English Advanced Workbook with Key ISBN 9781405822411
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
Cutting Edge Advanced Class Audio CDs ISBN 9780582469570

Innovations Advanced Workbook ISBN 9781413028508
Innovations Advanced: Teacher’s Text ISBN 9781413028539
Innovations Advanced Audio CDs ISBN 9781413028515

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

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

New Headway: Advanced: Workbook (with Answers Key) ISBN 9780194369329
New Headway: Advanced: Class Audio CDs ISBN 9780194386890

Prospects Advanced: Workbook ISBN 9780333710593
Prospects Advanced: Teacher’s Book ISBN 9780333710647
Prospects Advanced: Cassette ISBN 9780333710692

Prospects Super Advanced: Workbook ISBN 9781405003803

Prospects Super Advanced: Teacher's Book ISBN 9781405003797

Prospects Super Advanced: Cassette ISBN 9781405003810
## Appendices

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<th>Page</th>
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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, 6 and 7. 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

<table>
<thead>
<tr>
<th>Numbers</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>train</td>
</tr>
<tr>
<td>Two</td>
<td>cupboards</td>
</tr>
<tr>
<td>Three</td>
<td>door</td>
</tr>
<tr>
<td>Four</td>
<td>fire</td>
</tr>
<tr>
<td>Five</td>
<td>floor</td>
</tr>
<tr>
<td>Six</td>
<td>football</td>
</tr>
<tr>
<td>Seven</td>
<td>fridge</td>
</tr>
<tr>
<td>Eight</td>
<td>game</td>
</tr>
<tr>
<td>Nine</td>
<td>guitar</td>
</tr>
<tr>
<td>Ten</td>
<td>gate</td>
</tr>
<tr>
<td>Eleven</td>
<td>home</td>
</tr>
<tr>
<td>Twelve</td>
<td>lamp</td>
</tr>
<tr>
<td>Thirteen</td>
<td>laptop</td>
</tr>
<tr>
<td>Fourteen</td>
<td>mat</td>
</tr>
<tr>
<td>Fifteen</td>
<td>money</td>
</tr>
<tr>
<td>Sixteen</td>
<td>paint (n + v)</td>
</tr>
<tr>
<td>Seventeen</td>
<td>piano</td>
</tr>
<tr>
<td>Eighteen</td>
<td>picture</td>
</tr>
<tr>
<td>Nineteen</td>
<td>pillow</td>
</tr>
<tr>
<td>Twenty</td>
<td>plate</td>
</tr>
<tr>
<td>Twenty-one</td>
<td>radio</td>
</tr>
<tr>
<td>Twenty-two</td>
<td>room</td>
</tr>
<tr>
<td>Twenty-three</td>
<td>shelf</td>
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<td>Twenty-four</td>
<td>song</td>
</tr>
<tr>
<td>Twenty-five</td>
<td>sport</td>
</tr>
<tr>
<td>Twenty-six</td>
<td>table</td>
</tr>
<tr>
<td>Twenty-seven</td>
<td>telephone/phone</td>
</tr>
<tr>
<td>Twenty-eight</td>
<td>television/tv</td>
</tr>
<tr>
<td>Twenty-nine</td>
<td>tennis</td>
</tr>
<tr>
<td>Thirty</td>
<td>toothbrush</td>
</tr>
<tr>
<td>Thirty-one</td>
<td>wall</td>
</tr>
<tr>
<td>Thirty-two</td>
<td>window</td>
</tr>
</tbody>
</table>

#### CLASSROOM

- bag
- blackboard
- book
- class(room)
- desk
- page
- pen
- pencil
- pencil sharpener
- rubber
- ruler
- school
- teacher
- whiteboard

#### WRITING

- alphabet
- answer
- example
- number
- question
- word

#### CLOTHES

- boots
- clothes
- coat
- dress
- glasses (wearing)
- hat
- jumper
- pocket
- scarf
- shirt
- shoe(s)
- shorts
- skirt
- sock(s)
- spots
- T-shirt
- tie (n)
- top
- trousers
- umbrella

#### AT HOME

- ball
- bath
- bed
- bedroom
- bookcase
- box
- chair
- computer
- cup
- cupboard
- door
- fire
- floor
- football
- fridge
- game
- guitar
- gate
- home
- lamp
- laptop
- mat
- money
- paint (n + v)
- piano
- picture
- pillow
- plate
- radio
- room
- shelf
- song
- sport
- table
- telephone/phone
- television/tv
- tennis
- toothbrush
- wall
- window

#### TRAVEL

- aeroplane/plane
- bicycle/bike
- boat
- bus
- car
- motorbike
OUTSIDE

beach
flower
grass
house
moon
pond
road
sand
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

baby
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
pizza
rice
sandwich
sweets
tea
thirsty

TIME

afternoon
birthday
bedtime
clock
o’clock
day
evening
morning
night
now
today

FAMILY/RELATIONS

brother/sister
child/children
Dad(dy)
family
father/mother
grandfather
grandmother
Mum(my)
twins
husband
wife
son
daughter
single
married

LOCATION/DIRECTIONS

above
at
behind
beside
between
bottom/top
by
from
front (in...of)
here
in
into
next (to)
on
there
to
under
up/down
where

**QUANTITY**

all
many (how/too)
only
some
years old

**GREETINGS**

Good afternoon
Goodbye/Bye
Good evening
Good morning
Good night
Happy Birthday
Hello
Hi

**ADJECTIVES**

best
big(gest)/small(est)/little
cold/hot
correct/right/wrong
dirty/dry/wet
fat(test)/thin(nest)
favourite
fine/ill
good/bad
long(est)/short(est)
old (how old/years old)
round(square
short(est)/tall(est)
tired

**SOCIAL**

Let's
Look
Oh (no)!
OK/Okay
Please
Ready?
Sorry!
Thank you/Thanks
What a mess!
Well done!
Your turn

**ANIMALS**

animal
bird
cat
chicken
cow
dog
duck
fish
horse
mouse
pet
rabbit
sheep
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
walk
watching
wearing
work

**GRAMMATICAL WORDS**

a/an
and
for
he/him/his
I/me/my
it
of
or
she/her
so
the
their/they
their/they
these/those
this/that
very
we
what
who/whose
yes/no/not
you/your
CLASSROOM LANGUAGE

Answer...
Be careful
Can I have..?
Choose
Circle
Click
Close the door/window
Colour...
Come here / in
Don't...
Drag
Draw...
Draw a line
Drop
Give me...
Hands up!
How many ...?
Join...
Listen to me
Look at...
Make...
Match...
Open/Close your books
Pick up...
Point to...
Put
Quiet
Read...
Ready?
Repeat after me
Say it again
Show me...
Sit down/Stand up
Stop (talking)
Take a seat
Tick...
Touch..
Turn to page...
Who is...
Write your name
Appendix 2: JETSET Level 1 – Thematic vocabulary lists

CLASSROOM
chair
chalk
computer
desk
exercise book
lesson
letter (alphabet)
paper
pencil case
sentence
shape (n)
square (n + adj)
story
student

AT HOME
brush
flower
glass (drinking)
kitchen
lounge
mess
programme

LEISURE
bar
cafe
CD
cinema
circus
clown
DVD
drama
film (n)
fun
garden
headphones
park
party
play
present (n)
prize
quiz
swimming pool
theatre
video
zoo

TRAVEL AND TRANSPORT
bus stop
lorry
taxi
wheel

CLOTHES
bikini
blouse
button
cardigan
gloves
jacket
jeans
swimsuit

PARTS OF THE BODY
bone
teeth

tooth

RELATIONS
aunt
brother-in-law
father-in-law
sister-in-law
mother-in-law
nephew
niece
uncle
parents
partner

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
pasta
pea(s)
potato
spaghetti
tomato

**DAYS OF THE WEEK**

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
week

**SHOPPING**

shop
supermarket

**TIME**

last (night)
tomorrow
tonight
watch (n)
year

**LOCATION/DIRECTIONS**

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

**LIKES**

favourite
like
want

**QUANTITY**

lots (of)
more
much
some

**SOCIAL**

Here you are
Oh
Oh dear
Right!

**SIGNS**

DANGER!

**ADJECTIVES**

afraid
beautiful/ugly
careful
clean/dirty
clever/stupid
different
easy/hard
first / last
funny
happy/sad
hot/cold
kind
late
new
pretty / ugly
sick
silly
sunny
thin/fat

**GRAMMATICAL WORDS**

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

**RUBRIC AND COMMAND WORDS**

Ask
Bring me...
Copy
Watch

**VERBS**

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

<table>
<thead>
<tr>
<th>Numbers</th>
<th>LEISURE</th>
<th>EDUCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>armchair</td>
<td>bat</td>
<td>art/artist</td>
</tr>
<tr>
<td>bathroom</td>
<td>bingo</td>
<td>badge</td>
</tr>
<tr>
<td>bin</td>
<td>cassette</td>
<td>card</td>
</tr>
<tr>
<td>blanket</td>
<td>channel (TV)</td>
<td>chart</td>
</tr>
<tr>
<td>bowl</td>
<td>comic</td>
<td>exercise (school work)</td>
</tr>
<tr>
<td>brush</td>
<td>competition</td>
<td>exercise book</td>
</tr>
<tr>
<td>chimney</td>
<td>envelope</td>
<td>glue</td>
</tr>
<tr>
<td>dining room</td>
<td>event</td>
<td>half</td>
</tr>
<tr>
<td>dish</td>
<td>fence</td>
<td>homework</td>
</tr>
<tr>
<td>flat (apartment)</td>
<td>field</td>
<td>ink</td>
</tr>
<tr>
<td>fork</td>
<td>gift</td>
<td>letter (write a)</td>
</tr>
<tr>
<td>glass (window)</td>
<td>group</td>
<td>librarian</td>
</tr>
<tr>
<td>jug</td>
<td>headphones</td>
<td>line</td>
</tr>
<tr>
<td>knife</td>
<td>hobby</td>
<td>mark (n + v)</td>
</tr>
<tr>
<td>milk jug</td>
<td>hole</td>
<td>mathematics / maths</td>
</tr>
<tr>
<td>newspaper</td>
<td>invitation</td>
<td>mistake (n)</td>
</tr>
<tr>
<td>pan</td>
<td>jigsaw</td>
<td>notebook</td>
</tr>
<tr>
<td>photo / photograph</td>
<td>magazine</td>
<td>playground</td>
</tr>
<tr>
<td>post (v)</td>
<td>magic</td>
<td>poster</td>
</tr>
<tr>
<td>pot</td>
<td>mud</td>
<td>pupils</td>
</tr>
<tr>
<td>saucer</td>
<td>music</td>
<td>satchel</td>
</tr>
<tr>
<td>shower</td>
<td>novel</td>
<td>seat</td>
</tr>
<tr>
<td>soap</td>
<td>news</td>
<td>spell (v)</td>
</tr>
<tr>
<td>spoon</td>
<td>noise</td>
<td>spelling</td>
</tr>
<tr>
<td>stamp (n)</td>
<td>painting</td>
<td>test</td>
</tr>
<tr>
<td>teapot</td>
<td>plant</td>
<td>triangle</td>
</tr>
<tr>
<td>toilet</td>
<td>puzzle</td>
<td></td>
</tr>
<tr>
<td>toothpaste</td>
<td>ride</td>
<td></td>
</tr>
<tr>
<td>towel</td>
<td>show (TV)</td>
<td></td>
</tr>
<tr>
<td>wardrobe</td>
<td>sledge (n + v)</td>
<td></td>
</tr>
<tr>
<td>washing up (do the)</td>
<td>smile</td>
<td></td>
</tr>
<tr>
<td></td>
<td>snowball</td>
<td></td>
</tr>
<tr>
<td></td>
<td>snowman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sport(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>table tennis</td>
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</table>
### MONTHS & SEASONS

<table>
<thead>
<tr>
<th>Month</th>
<th>Season</th>
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</thead>
<tbody>
<tr>
<td>January</td>
<td>spring</td>
</tr>
<tr>
<td>February</td>
<td>spring</td>
</tr>
<tr>
<td>March</td>
<td>spring</td>
</tr>
<tr>
<td>April</td>
<td>spring</td>
</tr>
<tr>
<td>May</td>
<td>spring</td>
</tr>
<tr>
<td>June</td>
<td>summer</td>
</tr>
<tr>
<td>July</td>
<td>summer</td>
</tr>
<tr>
<td>August</td>
<td>summer</td>
</tr>
<tr>
<td>September</td>
<td>autumn</td>
</tr>
<tr>
<td>October</td>
<td>autumn</td>
</tr>
<tr>
<td>November</td>
<td>autumn</td>
</tr>
<tr>
<td>December</td>
<td>winter</td>
</tr>
</tbody>
</table>

### COUNTRIES, CITIES & NATIONALITIES

<table>
<thead>
<tr>
<th>Continent/Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa/African</td>
<td></td>
</tr>
<tr>
<td>America/American</td>
<td></td>
</tr>
<tr>
<td>Asia/Asian</td>
<td></td>
</tr>
<tr>
<td>Australia/Australian</td>
<td></td>
</tr>
<tr>
<td>Canada/Canadian</td>
<td></td>
</tr>
<tr>
<td>China/Chinese</td>
<td></td>
</tr>
<tr>
<td>country(side)</td>
<td></td>
</tr>
<tr>
<td>England/English</td>
<td></td>
</tr>
<tr>
<td>Europe/European</td>
<td></td>
</tr>
<tr>
<td>France/French</td>
<td></td>
</tr>
<tr>
<td>Germany/German</td>
<td></td>
</tr>
<tr>
<td>Great Britain/British</td>
<td></td>
</tr>
<tr>
<td>Greece/Greek</td>
<td></td>
</tr>
<tr>
<td>India/Indian</td>
<td></td>
</tr>
<tr>
<td>Inuit</td>
<td></td>
</tr>
<tr>
<td>Ireland/Irish</td>
<td></td>
</tr>
<tr>
<td>Italy/Italian</td>
<td></td>
</tr>
<tr>
<td>Japan/Japanese</td>
<td></td>
</tr>
<tr>
<td>language</td>
<td></td>
</tr>
<tr>
<td>London</td>
<td></td>
</tr>
<tr>
<td>nationality</td>
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</tbody>
</table>

### WEATHER

<table>
<thead>
<tr>
<th>Weather Type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rain</td>
<td>rainy, raining</td>
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<tr>
<td>Snow</td>
<td>snowy, snowing</td>
</tr>
</tbody>
</table>

### CLOTHES

<table>
<thead>
<tr>
<th>Clothing Item</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apron</td>
<td></td>
</tr>
<tr>
<td>Helmet</td>
<td></td>
</tr>
<tr>
<td>Overcoat</td>
<td></td>
</tr>
<tr>
<td>Pullover</td>
<td></td>
</tr>
<tr>
<td>Pyjamas</td>
<td></td>
</tr>
<tr>
<td>Raincoat</td>
<td></td>
</tr>
<tr>
<td>Sleeve</td>
<td></td>
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<tr>
<td>Tights</td>
<td></td>
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</tbody>
</table>

### PEOPLE

<table>
<thead>
<tr>
<th>Gender/Role</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boyfriend</td>
<td></td>
</tr>
<tr>
<td>Dancer</td>
<td></td>
</tr>
<tr>
<td>Girlfriend</td>
<td></td>
</tr>
<tr>
<td>Everybody</td>
<td></td>
</tr>
<tr>
<td>Leader</td>
<td></td>
</tr>
<tr>
<td>Painter</td>
<td></td>
</tr>
<tr>
<td>Postman/woman</td>
<td></td>
</tr>
<tr>
<td>Somebody</td>
<td></td>
</tr>
<tr>
<td>Someone</td>
<td></td>
</tr>
<tr>
<td>Thief</td>
<td></td>
</tr>
</tbody>
</table>

### ANIMALS

<table>
<thead>
<tr>
<th>Animal</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>Bear</td>
<td></td>
</tr>
<tr>
<td>Bee</td>
<td></td>
</tr>
<tr>
<td>Calf</td>
<td></td>
</tr>
<tr>
<td>Camel</td>
<td></td>
</tr>
<tr>
<td>Fox</td>
<td></td>
</tr>
<tr>
<td>Frog</td>
<td></td>
</tr>
<tr>
<td>Giraffe</td>
<td></td>
</tr>
<tr>
<td>Goat</td>
<td></td>
</tr>
<tr>
<td>Goose</td>
<td>geese</td>
</tr>
<tr>
<td>Hen</td>
<td></td>
</tr>
<tr>
<td>Hippo(potamus)</td>
<td></td>
</tr>
<tr>
<td>Kangaroo</td>
<td></td>
</tr>
<tr>
<td>Lamb</td>
<td></td>
</tr>
<tr>
<td>Monkey</td>
<td></td>
</tr>
<tr>
<td>Owl</td>
<td></td>
</tr>
<tr>
<td>Panda</td>
<td></td>
</tr>
<tr>
<td>Parrot</td>
<td></td>
</tr>
<tr>
<td>Pony</td>
<td></td>
</tr>
<tr>
<td>Seagull</td>
<td></td>
</tr>
<tr>
<td>Sheep</td>
<td></td>
</tr>
<tr>
<td>Spider</td>
<td></td>
</tr>
<tr>
<td>Whale</td>
<td></td>
</tr>
<tr>
<td>Wild(life)</td>
<td></td>
</tr>
<tr>
<td>Wing</td>
<td></td>
</tr>
<tr>
<td>Zebra</td>
<td></td>
</tr>
</tbody>
</table>

### FOOD & DRINK

<table>
<thead>
<tr>
<th>Food &amp; Drink</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbecue</td>
<td></td>
</tr>
<tr>
<td>Beans</td>
<td></td>
</tr>
<tr>
<td>Beef</td>
<td></td>
</tr>
<tr>
<td>Bun</td>
<td></td>
</tr>
<tr>
<td>Butter</td>
<td></td>
</tr>
<tr>
<td>Cabbage</td>
<td></td>
</tr>
<tr>
<td>Cauliflower</td>
<td></td>
</tr>
<tr>
<td>Celery</td>
<td></td>
</tr>
<tr>
<td>Cherry</td>
<td></td>
</tr>
<tr>
<td>Cocoa</td>
<td></td>
</tr>
<tr>
<td>Coconut</td>
<td></td>
</tr>
<tr>
<td>Cookery</td>
<td></td>
</tr>
<tr>
<td>Cornflakes</td>
<td></td>
</tr>
</tbody>
</table>
cream  cucumber  dessert  grape(s)  gum  hamburger  honey  hot dogs  juice  lemon  lettuce  loaf (yes)  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)

library  market  mountain  museum  play (i.e. theatre)  post office  pound (£)  safari park  sign  snack -bar  theatre  ticket  town  trip (go on a)

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

PLACES TO GO

restaurant  pond (£)  safari park

TIME

earth  time  week

LOCATION/DIRECTIONS

hospital  train station

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

cream  cucumber  dessert  grape(s)  gum  hamburger  honey  hot dogs  juice  lemon  lettuce  loaf (yes)  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)

library  market  mountain  museum  play (i.e. theatre)  post office  pound (£)  safari park  sign  snack -bar  theatre  ticket  town  trip (go on a)

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

PLACES TO GO

restaurant  pond (£)  safari park

TIME

earth  time  week

LOCATION/DIRECTIONS

hospital  train station

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
careful(ly)
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

VERBS

begin
blow
borrow
break
brush
build
buy
can
clap
climb
comb
come
come back
cook
cross
cross out
cry
dance
describe
dry
end
fall
finish
follow
forget
get into (car)
get out of
get to
hate
hear
hit
hold
knock
laugh
lay (eggs)
listen
lose
love
mark
mix
move
pick up
plant
post
push / pull
put
remember
ring (phone)
saw (n + v)
see
sell
shout
show
(go) skating
(go) ski-ing
skip
sledge
speak
spell
steal
step
study
take
take off
tell (x to)
think
throw
touch
trace
try
turn (left/right)
use
visit
wait
wake up
walk
wash
wave (goodbye)
went
wear
will
RUBRIC AND COMMAND WORDS

Choose
Complete
Cross
Cut
Fill in the spaces
Find
Fold
Hurry
Label
Put in order
Say which
Tell me/him
Use
## Appendix 4: JETSET Level 3 – Thematic vocabulary lists

### Numbers – one hundred to one thousand

**EDUCATION**
- 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

**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

**AT HOME**
- carpet
- cooker
- electric(al) / electricity
- freezer
- heater
- household
- kettle
- rubbish
- stereo
- switch (n)
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
drug (dealer)
finger prints
handcuffs
jail
law
lie (n)
missing
mugging
murder
owner
prison
public
report (n)
rob
robbery
situation
theft
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
fleece
handbag
hoodie
jewellery
leggings
silk
sweatshirt
tracksuit
trainers (shoes)
wool

**JOBS/PEOPLE/RELATIONSHIPS**

adult
builder
butcher
characters
chef
club
detector
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  
eth  
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  

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  

**TIME/MEASUREMENT**

about (approximately)  
afterwards  
ago  
already  
amount  
as soon as  
at least  
at once  
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
cell phone
download
festival
film star
fireworks
guitar/guitarist
instrument
joke
laughter
microphone
mobile (phone)
MP3 player
musician
orchestra(l)
perform(er)
performance
pop-singer
rhythm
science fiction
series (TV)
singer
stage
team
tent
text
theme

FOOD/EATING
OUT/SHOPPING
bill (n)
bit (of)
cash
cheap / expensive
counter for
curry
exit
extra
flask (Thermos)
free (no charge)

menu
pudding
sale (n)
sale (for/on)

RUBRIC/COMMAND
WORDS
Make notes about...
Write 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
der elder/ eldest
empty
enormous / tiny
exciting
extinct
fair (it's not fair)
famous
fast food
foolish
funny (strange)
gentle
hard/soft
helpful
important
large
light/heavy
loud
lucky
mad
mean/generous
musical  noisy  perfect  plain  polite  popular  real  scientific  silent  simple  smart  special  sticky  strange  strong / weak  true/ false  upside down  urgent  useful

**VERBS**

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

act  advise  agree  argue  arrive  attend  bandage  beat  become  behave  bend  bit  blame  bleed  block  book  boil  burn (n + v)  camping (go)  cancel  carry on (continue)  cause (ing)  change  check  collect / collection  control  cost (n + v)  cover (n + v)  crash  decide  delay (n + v)  develop  die out  dig  disappear(ance)  display  dream  drive  earn  enter  erupt  experiment (n + v)  fail  feed  feel  fight (n + v)  fill in (form)  find out  fishing (go)  fix  freeze  frighten  get (become)  get it right (do it correctly)  get some (buy)  get to (arrive)  grow  grow up  guide  hang  happen  hope  hurt  include  increase  interview (n + v)  invent  invite  is being  join  keep  keep away (from)  keep off  kill / was killed  knock down  last (duration)  lay  lead (n + v)  leave  leave out  lend  lie (to tell a lie)  lift  look after  look like  look up in  may  melt  mend  miss (v)  need (n + v)  notice (n + v)  order  own  pass  pay  place (n + v)  pour  prefer  pretend  promise  put out (fire)  re-cycle  reach (arrive)  refuse  relax  rescue  return
row
rush
save
score (n + v)
scream (n + v)
search
send
serve
shake
share
shine
shiver
shock (n + v)
shoot
sink
slip
slow down
smell
sound (n + v)
spill
spread
stick (n + v)
sting
swallow
sweep
switch on/off
sure
take place
taste
tear
tell (a lie/ the truth)
translate
turn down (volume)
turn off/on
type
understand
warn
waste (n + v)
water-ski
whisper
win
Appendix 5: JETSET Level 4 – Thematic vocabulary lists

Numbers – one thousand to one million

FARMING

barn  
blade  
bulp  
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

WEATHER

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

GEOGRAPHICAL FEATURES

bay  
channel  
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

POLITICAL

administration  
armed forces  
bomber  
border  
county (UK only)  
education  
election  
Government  
kingdom  
military base  
monarchy  
negotiation  
peace  
politician  
President
Prime Minister
refugee
state
terrorism
terrorist
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
height
level
little (a)
main
major
maximum
minimum
minor
often
per cent / percentage
period
roughly (approximation)
sea level
spare
square (e.g. kilometres)
tonne
unusual
usual(ly)
volume
weigh / weight

BELIEF

impossible
incredible
legend
logical
mysterious
reputation
satisfactory

TRAVEL/TOURISM/ENTERTAINMENT

boarding card
camping
car (coach) park
caravan
carriage (train)
coach tour
concert
connections
costume
customs
crew
destination
diesel
expedition
fare
ferry
flight
flightpath
fountain
fuel
gallery (art)
group
hike
journey
luggage
miniature train
monument
motorway
nightlife
package holiday
passport
pedestrian
petrol
phrase book
platform
port (sea)
postcard
reserve
resort
return
sail (n + v)
scenery
ship
single
stadium
submarine
timetable
terminal
theme park
tip (gratuity)
tower
traffic jam
visa
vehicle
vessel
wheelchair

**EMOTIONS/FEELINGS**
comfortable /
uncomfortable
glad
marvellous
pleased
terrible
upset
wonderful

**PLACES/NATIONALITIES**
Amsterdam
Argentina
Atlantic Ocean
Australia
Buenos Aires
Bulgaria
Cyprus

**GRAMMATICAL WORDS/PHRASES**
absolutely
although
despite
during
either
however
instead
neither
nor
nowadays
particularly
squeeze
since
sterilize
stir
store
supply (n + v)
support
surround
suspend
take off
therefore
threaten
transmit
tune in
vanish
vibrate
volunteer
vote (n + v)
within
without
wonder
wrap/ wrapping

**FINANCES**
bank balance
building society
credit (card)
currency
debit (card)
estimate
loan
mortgage
overdraft
overdrawn
statement
tax
VAT
VERBS

abandon
accelerate
admit (some body)
admit (something)
allow
apologise
attach
be responsible for
be shipwrecked
believe
belong (to)
bother
breed
bring
broadcast
celebrate
challenge
check in
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
fill up (fuel)
find (out)
flow
focus (+ on)
forecast
forgive
form
found
generate / generator
harvest
hike
hitch-hike
hire
hunt
identify
improve
introduce
investigate
irrigate
keep (back)
keep (down)
land (plane)
launch
link
manufacture
measure
navigate
object
observe
occupy
organise
own
pack
pick (e.g. fruit)
plough (n + v)
predict
prepare
preserve
prevent
print
process (foodstuffs)
produce / production
propose
protect
provide
publish
pump
receive
recover
reduce
release
rent
repair
retire
ring (surround)
ripen
ripen
roast
rotate
sail (n + v)
sample
seem
separate
settle
spend
spray (n + v)

RUBRIC/COMMAND WORDS

Accurate spelling (is not needed)
Identify the place ...
Underline the best
tense ...
## Appendix 6: Speaking component authentication sheet

### Speaking component authentication sheet

<table>
<thead>
<tr>
<th>Qualification title and level:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of submission</td>
<td></td>
</tr>
<tr>
<td>Centre name:</td>
<td>Centre number:</td>
</tr>
<tr>
<td>Candidate names:</td>
<td>Candidate number:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Mark awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 2</th>
<th>Mark awarded</th>
<th>Comments</th>
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</thead>
<tbody>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part 3</th>
<th>Mark awarded</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Assessor name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessor signed:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

**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:**

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.

| Sign: |  |