

JETSET

TEACHING SUPPORT MATERIALS

SET Version



Vision Statement

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



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Introduction

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

The following resources have been developed to help teachers, especially new teachers, plan what they need to teach in order to cover each level of the JETSET syllabus (SET Version). The support materials consist of:

- Learning Activities and Resources
- Suggested Course Structure (For each level)
- Sample Learning Activity (For each level)

Learning Activities and Resources (All Levels)

Teachers should employ a variety of learning activities in order to motivate their students and make the learning experience as stimulating and enjoyable as possible. Here are some suggestions:

- Use of Radio/TV/CD/DVD
- Role play
- Drills
- Chaining
- Simulations
- Dictation
- Matching exercises
- Games
- Gapfill
- Cloze exercises
- Peer editing
- Authentic texts (newspapers, magazines, leaflets, packaging, advertisements etc)
- Graphs, charts and timetables
- Proof reading
- DARTS (Directed Activities Related to Texts)
- Use of real objects

The following websites are an excellent source of support with some refreshing ideas for teaching English at all levels (see also recommended dictionaries and textbooks in the JETSET Specification):

www.developingteachers.com

www.onestopenglish.com

www.tefl.net

www.cactustefl.com

www.bbc.co.uk/worldservice/learningenglish

www.teachingenglish.org.uk

www.britishcouncil.org

www.timesonline.co.uk

www.guardian.co.uk

www.independent.co.uk

www.telegraph.co.uk

Further resources to support the JETSET qualifications include sample exam papers and candidate workbooks. Please either contact your local EDI representative or visit the EDI website (www.ediplc.com) for more information and to find out how to acquire these additional resources.

FOUNDATION LEVEL

SET Version

The suggested course at Foundation Level has 20 units, each of which covers the three areas of the JETSET syllabus: communicative function, grammar/linguistic structure and vocabulary. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

It must be stressed that this is a **suggested** course structure and is not meant to be definitive. In ESOL teaching, the key words are **flexibility, variety** and **balance**. Teachers should respond to the needs of their classes, and choose a range of learning activities that encourage students to use their reading, listening and speaking skills, as appropriate. (The Speaking Test is optional: see Specification.)

In order to learn effectively adult learners need:

- a good rapport with their teacher
- realistic short term goals
- to be motivated by success
- to be able to perceive their progress

Suggested Course Structure

Foundation

Unit	Number of Hours	Communicative Functions (Receptive use only)	Grammar/Linguistic Structure	Vocabulary
1	1-5	Greet people Respond to greetings Bid farewell	Present Simple 'to be'	Alphabet Greetings
2	6-10	Understand social utterances/exclamations	Imperatives	Classroom language
3	11-15	Express agreement Express disagreement	Word order (positive sentences) Apostrophe for omission	Colours
4	16-20	Introduce oneself Make friends	Subject personal pronouns 'what'?	Family Relations
5	21-25	Introduce and identify others	Present Simple 'to have'	People Animals
6	26-30	Identify objects	Articles Plurals of nouns	Classroom Writing
7	31-35	Consolidation		
8	36-40	Ask and answer questions about physical characteristics	Word order (interrogative sentences)	Parts of the body
9	41-45	Ask and answer questions about physical comfort	Possessive adjectives	Adjectives
10	46-50	Ask and answer questions about age	Interrogative 'how old?'	Numbers Quantity
11	51-55	Ask and answer questions about clothes	Present Continuous 'to wear'	Clothes
12	56-60	Express thanks	Word order	Social
13	61-65	Consolidation		

Unit	Number of Hours	Communicative Functions (Receptive use only)	Grammar/Linguistic Structure	Vocabulary
14	66-70	Make suggestions	Comparisons	At Home Outside
15	71-75	Ask and answer questions about number	'how many?'	Time Number
16	76-80	Ask and answer questions about possession	'whose?' Apostrophe for possessive 's'	Travel
17	81-85	Ask and answer questions about location	Prepositions of place	Locations Directions
18	86-90	Ask and answer questions about food	'what?'	Food and drink
19	91-95	Consolidation		
20	96-100	Exam Preparation		

Sample Learning Activity for Unit 11

Level: JETSET FOUNDATION (SET Version)

Time: 40 minutes

Language Skills: Reading and Speaking

Vocabulary: Clothes and colours

Aims: To enable the students to speak about clothes

Materials and Aids: Pictures of people from magazines
Pre-written sticky labels- one set for colours, one set for clothes

Procedure: Each student is given two or three pictures which they have to label appropriately then describe to the class what the people in their pictures are wearing.

LEVEL ONE

SET Version

The suggested course at JETSET Level One has 24 units, each of which covers the three areas of the JETSET syllabus: communicative function, grammar/linguistic structure and vocabulary. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

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Suggested Course Structure

Level One

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary
1	1-5	Greet people Respond to Greetings Bid Farewell	Present simple positive 'how?'	Consolidate Foundation Verbs
2	2-10	Introduce oneself Make friends	Present simple negative 'what?'	At Home Verbs
3	11-15	Introduce and identify others	Present simple interrogative 'who?'	Leisure Verbs
4	16-20	Identify objects	Articles 'which?'	Classroom Verbs
5	21-25	Describe people	Adjectives Intensifier	Adjectives Relations
6	26-30	Consolidation		
7	31-35	Ask and answer questions about age	Subject personal pronouns 'how old?'	Numbers
8	36-40	Ask and answer questions about physical characteristics	Object personal pronouns Comparison	Adjectives Parts of the body
9	41-45	Ask and answer questions about clothes	Present Continuous	Clothes
10	46-50	Ask and answer questions about likes and preferences	Demonstrative adjectives	Likes Food and Drink
11	51-55	Express and respond to thanks Apologise	Plurals of nouns	Animals
12	56-60	Express regret Make suggestions	Word order	Time
13	61-65	Consolidation		
14	66-70	Ask and answer questions about work Express agreement/disagreement	Possessive adjectives	Work
15	71-75	Respond positively and negatively to questions	Apostrophe for omission	Places to go

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary
16	76-80	Ask and answer questions about number	'how many?'	Quantity
17	81-85	Ask and answer questions about possession	Apostrophe for possessive 's'	People
18	86-90	Ask and answer questions about location/relative position	Prepositions of place	Location Directions Shopping
19	91-95	Talk about the day and the weather	Review present continuous	Days of the week Weather
20	96-100	Understand social utterances/exclamations	Review word order	Social
21	101-105	Understand simple classroom phraseology	Review apostrophes	Rubric and command words
22	106-110	Understand simple instructions	Imperatives	Signs
23	111-115	Consolidation		
24	116-120	Exam Preparation		

Sample Learning Activity for Unit 8

Level: JETSET ONE (SET Version)

Time: 60 minutes

Language Skills: Reading, Listening, Writing and Speaking

Vocabulary: Parts of the body and colours

Aims: To enable the students to describe facial characteristics.

Materials and Aids: Pictures of (famous) faces from magazines.
Blank tables to be completed by students.

Procedure:

1. Each student is given a picture of a face.
2. Working in groups of 5, each group discusses the 5 faces and completes a table showing colour of eyes, size of nose etc.
3. Each student writes at least one sentence to describe the face.
4. Students read out their sentences to the rest of the class.

LEVEL TWO

SET Version

The suggested course at JETSET Level Two has 24 units, each of which covers the three areas of the JETSET syllabus: communicative function, grammar/linguistic structure and vocabulary. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

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Suggested Course Structure

Level Two

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary
1	1-5	Ask and answer questions about where people and animals live	Present simple Prepositions of place	Countries Animals
2	6-10	Give simple directions Identify others	Word order	Location Directions
3	11-15	Ask and answer questions about nationality	Demonstrative adjectives	Cities and Nationalities
4	16-20	Ask and answer questions about age	Comparatives	People
5	21-25	Ask and answer questions about location/relative position	Prepositions of place	Places to go
6	26-30	Consolidation		
7	31-35	Ask and answer questions about basic wants/offering items and help; ask permission and about possibility	Modals - can/can't (permission)	At Home
8	36-40	Talk about possession	Possessive adjectives Possessive pronouns	Clothes Parts of the body
9	41-45	Ask and answer questions about likes and dislikes	Quantity- some/any	Food and Drink
10	46-50	Ask and answer questions about ability	Modals – can/can't (possibility)	Verbs
11	51-55	Describe physical states and ask questions about what people are doing	Present continuous (present activity)	Adjectives
12	56-60	Consolidation		
13	61-65	Tell the time. Ask and answer questions about time	Present continuous (future action)	Time
14	66-70	Talk about months, seasons, dates	Use of capitals	Months and seasons Weather
15	71-75	Ask questions and make statements about habitual actions/frequency of carrying out actions	Present simple (habitual actions) Adverbs of frequency	Verbs

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary
16	76-80	Make simple comparisons	Comparatives	Leisure
17	81-85	Consolidation		
18	86-90	Understand and answer questions about past events	Past simple (common regular forms)	Education
19	91-95	Ask and answer questions about quantity	Past simple (irregular forms)	Verbs
20	96-100	Talk about TV/ cinema/theatre Extend and reply to invitations	Which ,what ,when	Places to go Social
21	101-105	Ask what something means Say and write the letters of the alphabet Ask how words are spelt	Punctuation	Review
22	106-110	Give and follow instructions Give and understand advice/warning	Review tenses	Rubric and command words
23	111-115	Consolidation		
24	116-120	Exam preparation		

Sample Learning Activity for Unit 3

Level: JETSET TWO (SET Version)

Time: 60 minutes

Type: Matching

Language Skills: Listening and Speaking

Vocabulary: Countries, cities and nationalities

To enable the students to ask and answer questions about where people live.

Materials and Aids: Large map of the world.
Pictures of people labelled with their name and the flag of their country of origin.

Procedure: Match people with places on map.

Work in pairs asking and answering questions.

e.g. *Where does Ian come from?*

He comes from Scotland.

Is he English?

No, he's Scottish.

LEVEL THREE

SET Version

The suggested course at JETSET Level Three has 24 units, each of which covers the three areas of the JETSET syllabus: communicative function, grammar/linguistic structure and vocabulary. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

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Suggested Course Structure

Level Three

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary
1	1-5	Ask and answer questions about the day and date Talk about time	Adverbials of time	Numbers Time
2	6-10	Ask and answer questions about the duration of activities	'Going to'	Measurement
3	11-15	Describe and ask what people are/were doing	Past continuous (+ Past simple)	Verbs Education
4	16-20	Talk about past habits	'Used to'	Verbs At home
5	21-25	Talk about past events, including narration and description of past scenes/events and of specific actions at specific times	Past simple – completed action in the past	Verbs Adjectives
6	26-30	Refer to past personal experiences which are relevant to the present	Present perfect simple	Entertainment Adjectives
7	31-35	Talk about future plans, intentions, arrangements, possibilities	Future simple 'Going to'	Travel Holidays Outer Space
8	36-40	Express conditions – future possibilities Express obligation, no obligation and prohibition (rules)	Zero conditional/First conditional Modals – must/have to	Jobs People Relationships
9	41-45	Identify and describe objects Make simple comparisons Give simple descriptions in terms of the senses	Comparative (er / more...than) Superlative (the –est / most -)	Comparison Fashion Clothing
10	46-50	Talk about number, amount and negative quantity	'much', 'many'	Crime Urban Environment
11	51-55	Consolidation		

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary
12	56-60	Ask and answer questions about eating out/shopping	'some', 'any', 'enough'	Food Eating Out Shopping
13	61-65	Report what people say Describe the daily weather	Review tenses	Weather
14	66-70	Ask for and give/refuse permission Make suggestions	Reason –'why', 'because', 'so' Modals - would	At the Office Grammatical words and phrases
15	71-75	Seek confirmation of facts one already knows/is not sure about	Question tags (positive)	Verbs
16	76-80	Express opinion, certainty and doubt Express accusation and denial of blame	Question tags (negative) Review modals/conditionals	Verbs Grammatical words and phrases
17	81-85	Consolidation		
18	86-90	Understand commands and remonstrations about behaviour Make simple predictions	Future simple	Social Grammatical words and phrases
19	91-95	Talk about processes and effects Express basic fears and emotions	Present simple	Emotions Feelings
20	96-100	Talk about health Talk about needs	Infinitive of purpose	Health Medicine
21	101-105	Indicate geographic location/compass direction Provide additional/defining information about people, things, animals and places	Relative clauses	Directions Nature Adjectives
22	106-110	Express agent and use Give less importance to agent	Passive voice (receptive use only)	Adjectives Grammatical words and phrases
23	111-115	Consolidation		
24	116-120	Exam Preparation		

Sample Learning Activity for Unit 9

Level:	JETSET THREE (SET Version)
Time:	60 minutes
Type:	Activity based
Language Skills:	Speaking
Vocabulary:	sounds/ tastes /feels /smells like...
Aims:	To encourage students to give simple descriptions in terms of the senses.
Materials and Aids:	Variety of objects – food, clothing, household objects etc
Procedure:	Working in groups. Each member in turn is blindfolded and given an object to describe in terms of the other senses

LEVEL FOUR

SET Version

The suggested course at JETSET Level Four has 24 units, each of which covers the three areas of the JETSET syllabus: communicative function, grammar/linguistic structure and vocabulary. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

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Suggested Course Structure

Level Four

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary (in any order at this level)
1	1-5	Review Level Three		Weather
2	6-10	Report or ask about a situation or action that continues (using 'still')	Review tenses	Farming Verbs
3	11-15	Report or ask whether or not something has or hasn't happened (using 'yet' and 'already')	Present Perfect Simple	Geographical Features Verbs
4	16-20	Contrast the present time with the past	'used to' Modal auxiliary verbs 'can/could'	Political Verbs
5	21-25	Report a situation that has changed (using 'any more' / 'any longer' / 'no longer')	Review tenses	Natural Disasters Verbs
6	26-30	Indicate change of plan	Past Continuous	Conservation
7	31-35	Consolidation		
8	36-40	Refer to future events	Immediate future with 'be about to' Future with 'will'	Health and Disease
9	41-45	Refer to future events	Future with 'going to' Future with Present Continuous Future with Present Simple	Science Verbs
10	46-50	Indicate action without reference to agent/without stressing the doer of the action	Passive Voice (Present Simple and Past Simple only)	Industry and Commercial
11	51-55	Provide defining information about people, things, animals, places and actions	Relative Clauses	Information Technology
12	56-60	Express a preference between two things or people	Modal Auxiliary verbs 'will/would'	Places/Nationalities

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure	Vocabulary (in any order at this level)
13	61-65	Express similarity	'like' 'as...as'	Social Activity Education Verbs
14	66-70	Express degree	Adverbs of degree	Time Measurement
15	71-75	Express disbelief	Review tenses	Travel Tourism
16	76-80	Consolidation		
17	81-85	Describe manner in which something is done	Adverbs of manner, place, time	Entertainment
18	86-90	Seek confirmation of facts one already knows/ is not sure about	Question Tags (Consolidation of all at Level 3)	Belief Verbs
19	91-95	Give advice Empathise	Zero, First and Second Conditional	Emotions Feelings
20	96-100	Report statements and commands	Past Perfect Simple	Grammatical words Verbs
21	101-105	Report statements and commands, adding ones own opinion of mood	Past Perfect Simple	Verbs
22	106-110	Give directions	Prepositions	Rubric/Command words
23	111-115	Consolidation		
24	116-120	Exam Preparation		

Sample Learning Activity for Unit 12

Level:	JETSET FOUR (SET Version)
Time:	50minutes
Language Skills:	Reading/ Speaking/Listening
Vocabulary:	'rather'/'prefer'
Aims:	To encourage students to express a preference between two things or people.
Procedure:	<ol style="list-style-type: none">1. Each student completes a table of 'likes and dislikes' eg famous people, foods, places etc.2. Students exchange lists and read out to class. eg. Maria prefers Harrison Ford to Sean Connery.

LEVEL FIVE

Not age-specific

The suggested course at JETSET Level Five has 30 units, each of which covers communicative function and grammar/linguistic structure. Although there is no prescribed vocabulary list at this level, it is assumed that teachers will furnish students with vocabulary appropriate to each learning activity. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

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Suggested Course Structure

Level Five

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure
1	1-5	Review Level Four	
2	6-10	Report statements, commands, requests and questions	Reported speech
3	11-15	Seek confirmation	Question tags – present tense only for modal verbs
4	16-20	Indicate deduction/speculation about the present/future, requests and questions	Modal verbs: Could/can May/might
5	21-25	Give advice	Modal verbs: Ought to/should/had better
6	26-30	Imagine the consequences of events that happened, or didn't happen, or began to happen in the past	Third conditional (receptive use only)
7	31-35	Consolidation	
8	36-40	Agree and disagree Politely correct someone	Review tenses
9	41-45	Express probable/improbable future result	First/Second Conditional
10	46-50	Give instructions	First conditional
11	51-55	Give less importance to agent	Passive Voice
12	56-60	Express preference Ask for something to be done	Modal verbs: Could/Would
13	61-65	Politely offer help and reply appropriately Give and ask permission for something/Refuse politely	Modal verbs: Could/ Can/May
14	66-70	Consolidation	
15	71-75	Express obligation, force and necessity	Modal verbs: Must/Have to/Had to
16	76-80	Refer to past situations or recurrent experiences relevant to the present Announce some news	Present Perfect Continuous
17	81-85	Talk about future plans	Present tense +when, as soon as...
18	86-90	Comparison Give directions	Comparison of adjectives and adverbs

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure
19	91-95	Express fear or worry Indicate lack of comprehension and request clarification	Modal Verbs: Could be/have Can't be/have Might be/have Must be/have Should be/ have Ought to be/have Will be/have
20	96-100	Pay and receive a compliment Promise, threaten and warn	Review conditionals
21	101-105	Consolidation	
22	106-110	Express hopes and wishes Express appreciation	Review modals
23	111-115	Apologise, congratulate and commiserate Express consequence	so...(that)
24	116-120	Write formal/informal postcards and letters	Formal/informal writing conventions
25	121-125	Use the telephone and understand recorded announcements	Formal/informal speaking conventions
26	126-130	Describe something that happened before a point in the past	Past Perfect Simple
27	131-135	Talk about quality and degree	Adverbs of quality and degree
28	136-140	Refer to a service done for us by others	Causatives
29	141-145	Consolidation	
30	146-150	Exam Preparation	

Sample Learning Activity for Unit 25

Level:	JETSET FIVE
Time:	60 minutes
Language Skills:	Speaking
Aims:	To allow students to practise the conventions of speaking on the telephone.
Procedure:	Role play various scenarios in pairs. eg. Employee phoning in sick. Customer phoning bank manager about an overdraft. Booking a dental appointment. Enquiring about train times. Booking theatre tickets.

LEVEL SIX

Not age-specific

The suggested course at JETSET Level Six has 30 units, each of which covers communicative function and grammar/linguistic structure. Although there is no prescribed vocabulary list at this level, it is assumed that teachers will furnish students with vocabulary appropriate to each learning activity. The course allows for periodic units of consolidation and a final unit of exam preparation during which sample assessment materials should be introduced. Each unit comprises 5 hours' teaching time, which should be broken down into shorter units at the teacher's discretion. It is recommended that learning activities last between 20-60 minutes each.

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Suggested Course Structure

Level Six

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure
1	1-5	Review Level Five	
2	6-10	Refer to two things or people	'both', 'either', 'neither'
3	11-15	Express agreement in reply to a negative or positive statement of likes and dislikes	'either' 'neither'
4	16-20	Signify that something happens too often/indicate mild annoyance	Present Continuous + always
5	21-25	Express tentative ideas and extend indirect invitations	Past Continuous
6	26-30	Imagine the consequences of events that happened, or didn't happen in the past	Third Conditional (productive use)
7	31-35	Consolidation	
8	36-40	Imagine the present consequences of events that didn't happen	Second Conditional
9	41-45	Express regret	'If only' + Past Perfect
10	46-50	Express wishes	If...were + to-infinitive
11	51-55	Indicate present/past action without reference to agent	Passive voice + modal verbs
12	56-60	Indicate that permission was given or refused in the past	'could'/'couldn't' 'was/were allowed to' 'let'
13	61-65	Ask if permission was given in the past	'allowed' 'let'
14	66-70	Consolidation	
15	71-75	Make deductions about the present/future and the past	Modal verbs for deduction
16	76-80	Express a possible activity in progress at the moment	Modal verbs for deduction
17	81-85	Express possibility/certainty	Modal verbs for deduction
18	86-90	Refer to impossibility	Modal verbs for deduction
19	91-95	Refer to ability/inability in the past	'could'/'couldn't' 'was able to'/'was unable to'
20	96-100	Ask for and give advice	'should' 'ought to' 'had better'
21	101-105	Consolidation	

Unit	Number of Hours	Communicative Functions	Grammar/Linguistic Structure
22	106-110	Predict a future state or habit at a particular time in the future Express expectation	Future Continuous Future Perfect
23	111-115	Refer to services done for us by others	Passive voice + modal verbs
24	116-120	Ask polite indirect questions	Conventions of politeness
25	121-125	Make polite requests Give polite short answers to questions and statements	Conventions of politeness
26	126-130	Complain	Conventions of complaint
27	131-135	Express opinion/disapproval	'should'/'shouldn't' 'ought'/'ought not to'
28	136-140	Distinguish between 'make' 'do' and 'take'	'make' 'do' 'take'
29	141-145	Consolidation	
30	146-150	Exam Preparation	

Sample Learning Activity for Unit 26

Level: JETSET SIX

Time: 60 minutes

Language Skills: Speaking/ Writing

Aims: To allow students to practise the conventions of complaint.

- Procedure:**
1. Role play various scenarios in pairs.
eg. Diner/Waiter – poor food.
Customer/ Shop Assistant – poor service.
Home owner/ Builder – poor workmanship.
Landlord/Tenant – late rent.
Hotel Guest/ Chambermaid – poor standard of cleanliness.
 2. Students transcribe their scenes for other pairs to perform to the class.

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