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# Pre-Interview Information Summer School 2009

Working at a Summer School is an enjoyable but demanding position. I am very keen that people know exactly what we offer and what we expect – that is the aim of this booklet.

Unlike most summer schools we own the college premises and therefore our summer school runs over thirteen weeks, beginning on June 14<sup>th</sup> and continuing until 13<sup>th</sup> September. Students stay from two to twelve weeks, always leaving and arriving on a Sunday. Ages of the students vary from 8 years to adult and from beginner to advanced. As a teacher, it could give you an excellent opportunity to develop your skills with previously untaught ages and levels.

Please read through this booklet alongside the job description and feel free to ask any questions during your interview or email me at [liz@abbeycollege.co.uk](mailto:liz@abbeycollege.co.uk).

I look forward to talking to you soon.

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## What does the Abbey College expect of me?

### That you follow the Guideline Syllabus

Due to the length of the Summer School and the fact that some students stay for the entire duration we have devised a guideline syllabus to help the teachers plan their lessons and to ensure there is little or no overlap. This syllabus is for the children and teenagers, although adults follow a similar pattern, their lessons are more geared to their individual needs and wants.

### Excursion Preparation

As part of the Summer School package, all students go on a half day excursion on Wednesday and a full day excursion on Saturday. Excursion destinations can be found at the back of this book. You will be asked to prepare your students for these excursions through incorporating the specifically designed materials into the lesson preceding the trip.

### Observations

You will normally be observed by the Senior Teacher at least once during your contract. You will be informed of dates and times at least 48 hours in advance.

### Workshops

Workshops will be held once a fortnight in the afternoon and you will be asked to attend. These will be run by either the ADOS or Senior Teacher and will cover areas such as using songs in class, discipline, various ways in which to teach grammar, etc.

### Dress Code

Although there is no strict dress code for the classroom, we do ask teachers to dress in a smart casual way and to avoid jeans, t-shirts, vest tops, flip flops and open toe sandals. Whilst participating in afternoon activities or on an excursion, all staff are to wear Abbey College t-shirts, these can be collected from the Summer School Director. Name badges must be worn at all times.

### Meetings

The key to a successful summer school is organization and communication both within and between departments. With this in mind there are several meetings each week you are asked to attend.

## Administration

As with any teaching position there is an element of administration, though it has been kept to a minimum and I hope it won't take up too much of your time. We ask that you complete the following;

### ❖ Teacher Planner

This serves two purposes, firstly it is a book in which you can record your ideas for the week and secondly, it is proof to the British Council and other interested parties that lessons have been planned and means we do not have to ask you to write complete plans for each individual lesson.

### ❖ Record of Work

This is where you complete what was actually covered in the class and is an essential guide should another teacher have to cover your lesson or wishes to know what you covered after you have left.

### ❖ Registers

### ❖ Reports

### ❖ Student feedback questionnaires

## Abbey College Guideline Syllabus

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lesson 1</b> Approx 80 mins	Diary writing & Functional Language	Topic	Topic	Topic	Topic
<b>Lesson 2</b> Approx 80 mins	Teacher's Choice	Topic	Excursion Preparation	Topic	Excursion Preparation
<b>Lesson 3</b> Approx 80 mins	Teacher's Choice	Grammar	Grammar	Grammar	Grammar

Teachers teach the same class for lessons one and two, and then change to a different group of students for lesson three.

When we have a sufficient number of children (usually about fifteen) we 'invert' the timetable. This simply means that this age group has activities in the morning and lessons in the afternoon, thus ensuring they can use all the facilities without having to worry about the older and more boisterous teenagers!

## Monday

Monday's classes should always be seen as a 'one off' as new students will join the group on Tuesday.

## Tuesday to Friday

### Topic Lessons

The first lesson should be skills based arranged around the topic for that week. Teachers should take care to spread the different skills over the week so that the students will have developed their reading, listening, speaking and writing. Students should be able to discuss the weekly topic fairly well by Friday. We have indicated where resources of different levels can be found relating to the topic, however, teachers need to be sensitive to the needs of the class and not overload students with the same topic if it does need seem appropriate.

### Grammar Lessons

This lesson will be grammar based with teachers covering the points highlighted in the scheme of work for that week. Teachers are free to choose how they present the grammar and they can use a range of course books as long as the level of the material is appropriate to the class. We do not stipulate what percentage of the lesson should be devoted to the grammar point, this is left to the teacher's discretion. The grammar scheme is a guideline for a week; please use your professional judgment when assessing what other points they need to cover.

## Example of the Functional Syllabus (Mondays only)

Week Number	Function
1	Requests and offers
2	Asking for and giving advice
3	Giving compliments & praise
4	Apologizing, forgiving & showing sympathy

## Example of the Topic Syllabus

Week Number	Topic
1	Time, the future & space travel
2	People; appearance, character & relationships
3	Leisure activities & entertainment
4	Shopping, clothes, fashion

## Example of the Grammar Syllabus

	Elementary	Pre-intermediate	Intermediate	Upper Intermediate	Advanced
Week 1	"to be" and "to have/have got" present time Statements, questions, negatives & short answers Include contractions  This/that/these/those	Present simple & continuous Statements, negatives, questions, short answers & question tags Stative/active verbs	Questions Direct vs indirect Yes/no Wh Subject/object questions Who loves you?/who do you love?	Question forms Q + preposition (who...to) Indirect Questions Tag Qs Subject/object Qs	The continuous form: all tenses Meaning, form & function
Week 2	Imperatives: positive & negative polite requests – can/could I ...? Giving directions	Countable/uncountable nouns How much/many Quantity expressions	Present tenses Simple and continuous Use of gerunds & infinitives	Narrative tenses Past simple, past continuous, past perfect, past perfect simple & continuous	Perfect verb forms Meaning, form & function
Week 3	Possessive adjectives (my, his, our) Possessive pronouns (mine, his, ours) Possessive "s" (John's coat, the boys' bags) a/an/zero article	Narrative tenses Past simple, past continuous + introduce past perfect	Future simple/going to & present continuous for future meaning	Perfect Present perfect simple & continuous: variety of functions Past perfect simple & continuous Future perfect simple & continuous	Modals & related verbs
Week 4	Present simple with auxiliary "do/does" Statements, questions, negatives & short answers Include contractions Emphasis on 3 <sup>rd</sup> person "s"	Direct & Indirect questions Where is the bank? – would you mind telling me where the bank is?/ Could you tell me where the bank is? Polite requests: Could you, would you mind, I was wondering if...	Relative clauses Defining/non-defining My sister who lives in France came to see me. (defining) My sister, who lives in France, came to see me. (non-defining) Subject/object relative clauses The girl, who I went out with, ignored me. The man, who mended my car, smiled.	Relative clauses Various uses of Present and past participles  Articles : definite/indefinite/zero	Adjectives & adverbs

## Teacher Help & Support

For all of the above, teachers are given a list of appropriate course book material, this is divided into five levels and an example is shown below;

<p style="text-align: center;"><b>Food, Drink &amp; Restaurants Pre – intermediate</b></p> <p><b>Reward Pre-Int &amp; Resource Book</b></p> <ul style="list-style-type: none"> <li>• Unit 15 – An Apple a Day</li> </ul> <p><b>Inside Out Pre-Int &amp; Resource Book</b></p> <ul style="list-style-type: none"> <li>• Unit 16 - Lifestyle</li> </ul> <p><b>Total English Pre-Int &amp; Resource Book</b></p> <ul style="list-style-type: none"> <li>• Unit 3 – Taste</li> </ul> <p><b>New Cutting Edge Pre-Int</b></p> <ul style="list-style-type: none"> <li>• Unit 4 – Special occasions</li> </ul> <p><b>Natural English</b></p> <ul style="list-style-type: none"> <li>• Unit 2 – Restaurant scene</li> <li>• Unit 8 – Plan a night out</li> <li>• Unit 14 - Hotels</li> </ul>	<p style="text-align: center;"><b>Food, Drink &amp; Restaurants Intermediate</b></p> <p><b>Reward Int &amp; Resource Book</b></p> <ul style="list-style-type: none"> <li>• Unit 9 - Chocolate</li> </ul> <p><b>Going for Gold</b></p> <ul style="list-style-type: none"> <li>• Unit 15 – The business of Food</li> </ul> <p><b>New Headway Int</b></p> <ul style="list-style-type: none"> <li>• Unit 6 – I just love it!</li> <li>• Unit 10 – Obsessions</li> </ul> <p><b>Focus on PET</b></p> <ul style="list-style-type: none"> <li>• Unit 4 – Food &amp; drink</li> </ul> <p><b>Objective PET</b></p> <ul style="list-style-type: none"> <li>• Unit 29 – What’s on the menu?</li> </ul> <p><b>Inside Out Int &amp; Resource Book</b></p> <ul style="list-style-type: none"> <li>• Unit 12 - basics</li> </ul> <p><b>Objective IELTS Intermediate</b></p>
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The Senior Teacher is also available in the afternoons to help with ideas and lesson plans.

## Excursions

Wednesday – Half day excursion 1.30pm – 6.45pm	Saturday – Full day excursion 8.45am – 6.00pm
<p>Places visited include;</p> <ul style="list-style-type: none"> <li>• Worcester</li> <li>• Gloucester</li> <li>• Cheltenham</li> <li>• Hereford</li> </ul>	<p>Places visited include;</p> <ul style="list-style-type: none"> <li>• Stratford</li> <li>• Birmingham</li> <li>• Bath</li> <li>• Cardiff</li> <li>• Oxford</li> <li>• Bristol</li> </ul>