



Lesson Plan

Date:

Duration: 2 hours

<p>No. of participants: Level: Intermediate / Advance Topic: Using Translating and Interpreting Service (TIS)</p>	
<p>Lesson aims: By the end of the lesson participants should understand what TIS is and when to use it.</p>	
<p>Specific learning outcomes: By the end of the lesson, participants should:</p> <ul style="list-style-type: none">• Understand key vocabularies – translating/translator, interpreting/interpreter, organisation/agency,• Know about 131450 number• Have knowledge about agencies they can call using TIS for free• Know how to call 131450 and request an interpreter	<p>Assessment methods: Facilitators to listen to participants' pronunciation, check understanding on key vocabularies through context learning, class exercises and role play.</p>
<p>Previous knowledge assumed: low</p>	
<p>Materials and equipment required: Whiteboard, markers, handouts on "What is TIS?", "How to call TIS?", "Role Play - Calling TIS" handouts</p>	
<p>Room layout: O shape</p>	
<p>General notes on differentiation / learning styles: facilitating techniques involve auditory, visual and kinaesthetic students. Role play is optional so "shy" participants do not have to do it.</p>	
<p>Anticipated problems and solutions:</p> <ul style="list-style-type: none">• There might be some participants who knows about TIS already.<ul style="list-style-type: none">○ Facilitators can ask them to demonstrate the role play later.• Some people may find the reading and questions on "What is TIS?" a bit too advance.<ul style="list-style-type: none">○ Facilitators can ask participants to read the passages in turn and then discuss new vocabularies in the reading.○ Then, facilitators will break the class into smaller groups according to levels of English. Facilitators can provide extra help to answer the questions in the smaller group.	



Time	Facilitator activity	Participant Activity	Resources/Reference/ Materials/Equipment
(10-15 min)	Introduction and ice breaker <ul style="list-style-type: none"> Meet and greet - Introduction of any new participants (if relevant) Ice breaker game (optional) 	Introduce themselves to each other Participate in the game (if relevant)	Name tags/stickers Ice breaker handouts (if relevant) Pens
(20-30 min)	Introduce key vocabularies <ul style="list-style-type: none"> Distribute “What is TIS?” handouts Establish meaning through images and context - Do “What is TIS?” reading together and discuss unfamiliar words Distribute “How to Call TIS?” handouts Establish meaning through images and context – Do “How to call TIS” reading together and discuss unfamiliar words Pronunciation – reading Repeat difficult words 	Look at images Read the passages Listen	Relevant images/illustration “What is TIS?” handouts “How to call TIS?” handouts Google translate (if necessary)
(15-20 min)	Activity 1: <ul style="list-style-type: none"> Split into small groups (according to English level) Do the questions for “What is TIS” passage together in the small group and discuss answers. 	Write answers for the reading Discuss answers with other participants	“What is TIS” handouts Pen
(5-10 min)	Break – morning tea		
(10-15 min)	Role play – how to call TIS (in small group of 4) <ul style="list-style-type: none"> Demonstration (5 min) <ul style="list-style-type: none"> Facilitators to choose 4 participants (higher level English or more active students) to be a 	The chosen 4 participants to read the script in front of the class The rest of the participants to listen and observe	How to call TIS? handouts



	<p>‘machine’ operator, ‘person’ operator, interpreter and client</p> <ul style="list-style-type: none"> Ask participants to practice in their small group. They can switch roles if they like 	Practice role playing in small groups	
(30 min)	<p>Conversation For group more than 10 people, break into small groups (according to English levels)</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What language do you speak at home? Do you speak any other languages? 2. When you were at school, did you learn any other languages? What language did you learn? 3. Do you think information about TIS is useful? Why? 4. Have you ever be in a situation where you need an interpreter? What is the situation? What did you do in that situation? Did someone help you? Who helped you? 5. Do you think you will call an organisation using TIS in the future? Why? What organisation you think you will call using TIS? 6. Have you ever translated a document into English in Australia? Where did you go? Do you know where to go to translate your document into English? 7. What documents do you think need to be translated into English? 8. Do you have friends or family who work as a translator or interpreter? Do you think it is difficult to be a translator or interpreter? Why? 9. Are you interested to be a translator or interpreter one day? What do you think you need to do to be a translator or interpreter in Australia? 10. Do you remember TIS number? What is it? 	Share their story in their group or in plenary (for small class)	Paper and pen/markers



5-10 min	Conclusion and wrap up <ul style="list-style-type: none">• What have you learn today?• Information about next class etc		
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