

# Answering Machine

<b>THEME:</b>	<b>SOCIAL ACTIVITIES</b>		
<b>LANGUAGE:</b>	<b>ANY</b>		
<b>STANDARDS(S):</b>	<b>COMMUNICATION</b>	<b>CULTURES</b>	<b>COMPARISONS</b>
	<b>1.2</b>	<b>2.1</b>	<b>4.2</b>

## Time Frame:

Approximately 30 minutes

## Materials Needed:

- A cassette recording done by a native speaker(s) (it is best if the students hear 3-4 different voices on the recording)
- A handout on which students can record their comprehension of the messages (see sample phone message forms for French, German, and Spanish provided).

## Description of Task:

### Pre-listening:

Teacher engages students in discussion (in English) of the kinds of messages people leave on answering machines to help them predict the language they will hear.

### During listening:

Students will listen to a cassette tape recording of a typical message that one would find on an answering machine. Following the 'beep' will be 3-4 different messages that people have left on this answering machine. The students are to fill in the telephone message forms in the target language with the information they hear (the date and time of the message, the name of the caller, the name of the person for whom the message is intended, the phone number to be called, etc.). The content of the messages can be varied so that different categories of the form need completion for different messages. Alternatively, the teacher can ask students to write down the "who, what, where, when, and why" of the messages. The first time that the cassette is played students should just listen to the entire recording.

### Level:

Intermediate-Low

### Purpose:

To listen for specific information

### Communicative Function(s):

Referential: Understanding messages

### Language Structure(s):

Past and future tenses, commands, questions

### Cultural Aspects:

Compare and contrast phone usage; types of messages left on machines

### Modalities:

Listening

Writing

## NOTES

The second time through they should write the information that they understand onto the handout. The tape may be stopped after each message.

### ***Follow-up Discussion:***

It may be interesting to discuss with students (in English unless advanced) the cultural issues surrounding answering machines. Why have these machines (and variations on them, such as voice mail, beepers, and cell phones) become so much a part of life in the U.S.? What aspects of U.S. society have contributed to their popularity? Is this the case in the target culture(s)? If not, why not?

### **Assessment:**

The information that the students wrote should match the information that is on the recording.

### **Extensions:**

#### ***Suggestions for adapting the task for various levels:***

*For beginning levels:* Students can record the information they hear in English. Students can be given fewer messages to listen to and/or fewer pieces of information. They can also have the tape replayed as many times as necessary.

*For advanced levels:* The messages can be made increasingly more complex.

#### ***Other extensions:***

- Students could turn this into a speaking exercise by recording their own personal answering machine message. They could also write 3-4 different messages that one might leave on an answering machine. Another option might be for the students to record an answer to one of the messages that was left on the original recording.
- Students can be assigned to a “telephone tree.” The first student listens to a recorded message on the answering machine (e.g., A flood has destroyed your school. There will be no classes until further notice. The number to call for more information is \_\_\_\_\_). As part of the assigned “telephone tree” that person must then relay the message to the next person on the tree.

- Assuming that the messages left on the machine were all left for the same person and assuming that the messages provided some interesting, creative, possibly even mysterious information, students could write a short creative story about this imaginary person and share their stories with the class.

### **Cultural extensions:**

- Students can e-mail students in the target culture to inquire about attitudes and practices with phone usage. For example, does call-waiting or caller-ID exist? Are cell phones popular? (Other questions related to the follow-up discussion above can be posed.)
- French teachers might play the “Cajun Telephone Stomp” for students. As a class or in small groups, students could discuss the song in terms of its style, content, and cultural aspects. The teacher may want to present a brief history of Cajun culture and music.

### **References and Resources:**

“Cajun Telephone Stomp” song from the CD titled *Cajun Conja* by Beausoleil, courtesy of Michael Doucit /RhinoRecords and Orange Sunrise/Dosay Publishing.

### **Reflections:**

## NACHRICHT

DATUM \_\_\_\_\_ ZEIT \_\_\_\_\_

FÜR \_\_\_\_\_

VON \_\_\_\_\_

\_\_\_\_\_

TELEFON \_\_\_\_\_

Bitte zurückrufen       Keine Nachricht

Wird wiederanrufen       Hat zurückgerufen

**Bemerkungen** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## NACHRICHT

DATUM \_\_\_\_\_ ZEIT \_\_\_\_\_

FÜR \_\_\_\_\_

VON \_\_\_\_\_

\_\_\_\_\_

TELEFON \_\_\_\_\_

Bitte zurückrufen       Keine Nachricht

Wird wiederanrufen       Hat zurückgerufen

**Bemerkungen** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## NACHRICHT

DATUM \_\_\_\_\_ ZEIT \_\_\_\_\_

FÜR \_\_\_\_\_

VON \_\_\_\_\_

\_\_\_\_\_

TELEFON \_\_\_\_\_

Bitte zurückrufen       Keine Nachricht

Wird wiederanrufen       Hat zurückgerufen

**Bemerkungen** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## NACHRICHT

DATUM \_\_\_\_\_ ZEIT \_\_\_\_\_

FÜR \_\_\_\_\_

VON \_\_\_\_\_

\_\_\_\_\_

TELEFON \_\_\_\_\_

Bitte zurückrufen       Keine Nachricht

Wird wiederanrufen       Hat zurückgerufen

**Bemerkungen** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## RECADO

FECHA \_\_\_\_\_ HORA \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Por favor, devuelva la llamada     No hay recado

Volverá a llamar     Contestado a su llamada

Recado \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## RECADO

FECHA \_\_\_\_\_ HORA \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Por favor, devuelva la llamada     No hay recado

Volverá a llamar     Contestado a su llamada

Recado \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## RECADO

FECHA \_\_\_\_\_ HORA \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Por favor, devuelva la llamada     No hay recado

Volverá a llamar     Contestado a su llamada

Recado \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## RECADO

FECHA \_\_\_\_\_ HORA \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Por favor, devuelva la llamada     No hay recado

Volverá a llamar     Contestado a su llamada

Recado \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MESSAGE

DATE \_\_\_\_\_ HEURE \_\_\_\_\_

POUR \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

TELEPHONE \_\_\_\_\_

- S.V.P. rappeler     Aucun message  
 Rappelera         En réponse à votre appel

Message \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MESSAGE

DATE \_\_\_\_\_ HEURE \_\_\_\_\_

POUR \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

TELEPHONE \_\_\_\_\_

- S.V.P. rappeler     Aucun message  
 Rappelera         En réponse à votre appel

Message \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MESSAGE

DATE \_\_\_\_\_ HEURE \_\_\_\_\_

POUR \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

TELEPHONE \_\_\_\_\_

- S.V.P. rappeler     Aucun message  
 Rappelera         En réponse à votre appel

Message \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## MESSAGE

DATE \_\_\_\_\_ HEURE \_\_\_\_\_

POUR \_\_\_\_\_

DE \_\_\_\_\_

\_\_\_\_\_

TELEPHONE \_\_\_\_\_

- S.V.P. rappeler     Aucun message  
 Rappelera         En réponse à votre appel

Message \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© 2006, Regents of the University of Minnesota. These materials were created by members of the Minnesota Articulation Project and were edited by Diane J. Tedick. Permission is granted to duplicate these materials for educational purposes. Permission to reprint must be sought from the Center for Advanced Research on Language Acquisition.

Originally published in Tedick, D.J. (Ed.). (2002). Proficiency-oriented language instruction and assessment: A curriculum handbook for teachers. CARLA Working Paper Series. Minneapolis, MN: University of Minnesota, The Center for Advanced Research on Language Acquisition.