



## I want to see the manager

### Topic/function

Practising intonation and new expressions.

### Rationale

This unit can be used to introduce new phrases, or to revise pronunciation and intonation. It is suitable for use at any level above Entry 2. Although the unit uses a manager as an example, any person in a position of authority could be suggested.

### List of materials

The following materials accompany this unit:

- Tape transcript – page 2.3
- Photocopiable learner's materials – page 2.4.


The photocopiable learner's materials can be found on page 2.4 of this unit. The tape transcript can be found in the transcript section at the back of this resource pack as well as at the end of these teacher's notes.

### Sequence of activities

#### Practice exercise

1 Distribute copies of sheet A to learners. The sheet gives examples of the sorts of expression used by a client or other customer, such as a care worker or visitor, and a receptionist. The conversation is divided into nine possible contributions:

- Client – request 1  
General enquiry or polite request
- Receptionist – response 1  
An appropriate positive response
- Receptionist – response 2  
An appropriate negative response
- Receptionist – response 3  
Suggesting a different time
- Client – request 2  
The customer becomes more insistent
- Receptionist – responses 4 and 5  
Alternative positive suggestions
- Receptionist – response 6  
Apologising for being unable to assist and showing regret
- Client – request 3  
Polite acceptance of the situation

 Ask learners to practise all the expressions to ensure they get the right intonation (the dialogues are available on the tape and the transcript). 'Please' could be added to the client requests, if considered necessary.

## Role play

Ask learners to take the part of either the client or the receptionist. Teachers should specify whether they want to hear a positive or negative outcome. Ask learners to practise both roles. This will ensure that they are prepared for a variety of situations where they may need to use the expressions.

## Switching roles

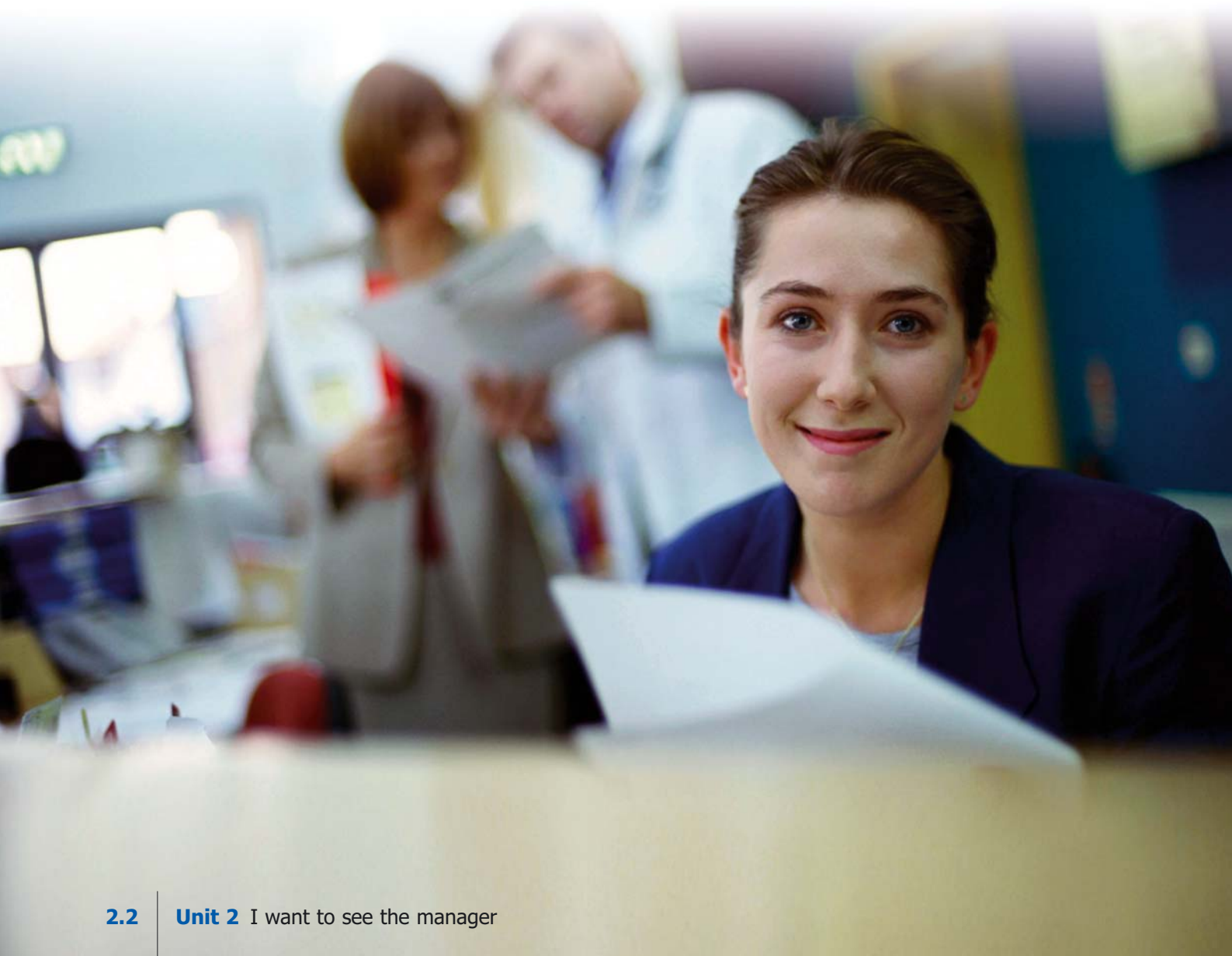
Suggest different roles to learners, for example:

- an awkward visitor
- a confused elderly patient
- a carer taking someone to the doctor
- a new receptionist.

Ensure learners use the correct intonation because, whatever their role is, they will be trying to prevent unnecessary confrontation. Remind learners of the importance of body language: smiling and having a pleasant manner achieve more than a miserable expression! Learners should also be encouraged to show interest by looking at the other person when speaking to them.

## Extension and differentiation

If practice telephones are available, use them in this exercise. Point out to learners that the listener can often 'hear' a smile in the voice.



# Tape transcript



## Unit 2 I want to see the manager

**Client:** I want to see the manager, please.  
I'd like to see the manager.  
I need to see the manager.  
Could I see the manager?  
Can I speak to the manager?  
Is it possible to speak to the manager?

**Receptionist:** Yes, of course. This way.  
Have you got an appointment?  
Do you mind waiting?  
Would you like to wait here?  
Would you like to wait?

**Receptionist:** I'm sorry. He's not available.  
You need to have an appointment.  
You'll have to make an appointment.  
Would you like to make an appointment?  
Shall I make an appointment?

**Receptionist:** Is it possible for you to come back in half an hour?  
Can you come back in an hour's time?  
What about next Tuesday?  
How about Thursday, at 3 o'clock?

**Client:** I'm sorry. It's urgent. I must see him today.  
It's essential I speak to her.  
I really need to see him this morning.  
I have to see her today.

**Receptionist:** You could try phoning later.  
You could try this number.  
You might like to call in this afternoon.  
He may be in this afternoon.  
Perhaps you could speak to his colleague?

**Receptionist:** Would you like to leave a message?  
Shall I take a message for you?  
Shall I take a message?  
Have you got a phone number?  
Have you got a contact number?  
Is there a contact number?

**Receptionist:** I'm sorry we can't help.  
I'm sorry we couldn't help.

**Client:** Thank you for your help.



# I want to see the manager

Name \_\_\_\_\_

## Client request

- 1 I want to see the manager, please.  
I'd like to see the manager.  
I need to see the manager.  
Could I see the manager?  
Can I speak to the manager?  
Is it possible to speak to the manager?

- 2 I'm sorry. It's urgent. I must see him today.  
It's essential I speak to her.  
I really need to see him this morning.  
I have to see her today.

- 3 Thank you for your help.

## Receptionist response

- 1 Yes, of course. This way.  
Have you got an appointment?  
Do you mind waiting?  
Would you like to wait here?  
Would you like to wait?
- 2 I'm sorry. He's not available.  
You need to have an appointment.  
You'll have to make an appointment.  
Would you like to make an appointment?  
Shall I make an appointment?
- 3 Is it possible for you to come back in half an hour?  
Can you come back in an hour's time?  
What about next Tuesday?  
How about Thursday, at 3 o'clock?
- 4 You could try phoning later.  
You could try this number.  
You might like to call in this afternoon.  
He may be in this afternoon.  
Perhaps you could speak to his colleague?
- 5 Would you like to leave a message?  
Shall I take a message for you?  
Shall I take a message?  
Have you got a phone number?  
Have you got a contact number?  
Is there a contact number?
- 6 I'm sorry we can't help.  
I'm sorry we couldn't help.