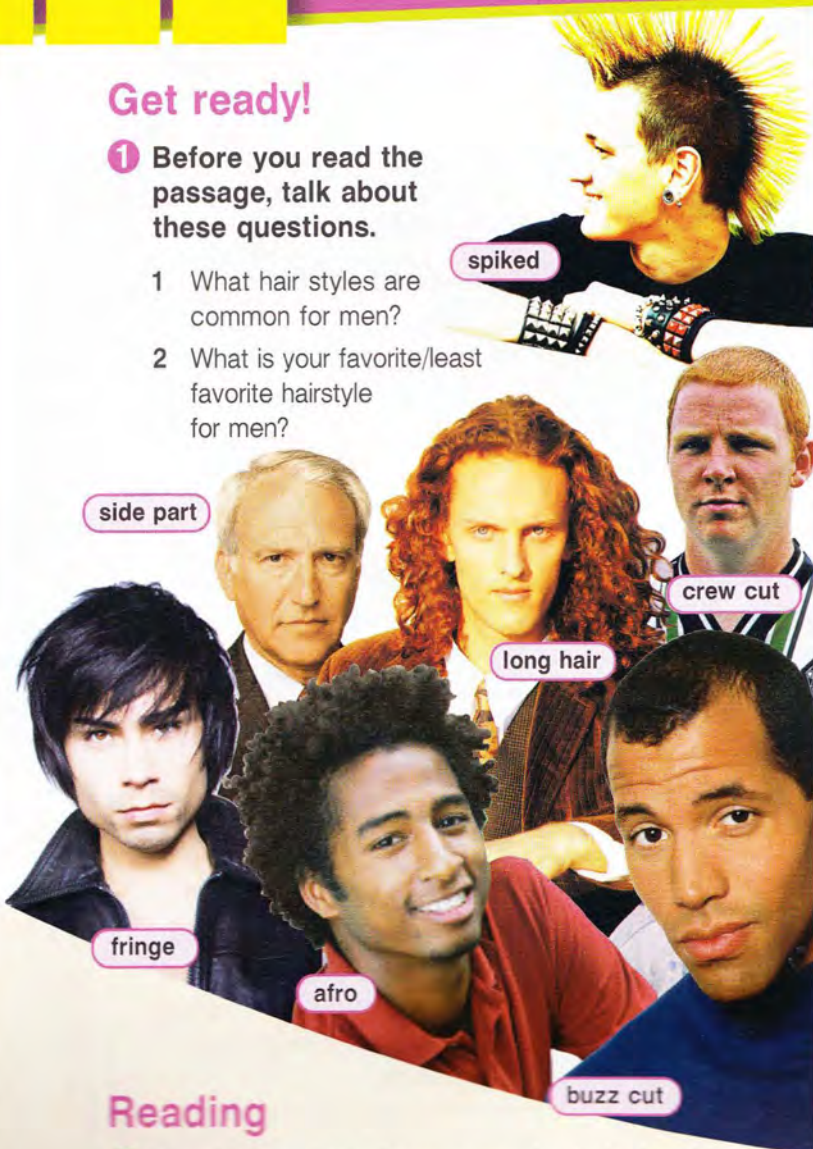


Get ready!

1 Before you read the passage, talk about these questions.

- 1 What hair styles are common for men?
- 2 What is your favorite/least favorite hairstyle for men?



What Your Haircut Says about you

Your hair sends an important message about your personality. What does your hair say about you?

Short cuts

Buzz and **crew** cuts which are very similar show that a man is active and strong. To achieve this look, ask your stylist to use a short clipper length, such as a one. For an almost shaved look, use the **clippers** without a **comb**. **Spiked** hairstyles, on short hair can look stylish.

Medium cuts

For a **classic** and businesslike style, ask for a medium-length cut. Then, part the **fringe** from the **hairline** to the back to create a classic **side part**. To achieve a messy, **tousled** look and add **texture**, **finger-comb** the hair and massage the ends with a little hair gel or wax.

Long hair

Long hair shows that a man is creative and passionate. Ask your stylist about the best products to keep your hair tangle-free and shiny.

Different hair

Hairstyles differ a lot between countries and are often related to various cultures, for example **afro-textured** hair which is often thick and curly.

Reading

2 Read the article from a men's style book. Then, choose the correct answers.

- 1 What is the main idea of the passage?
 - A how different haircuts show a person's character
 - B advice on styling men's hair
 - C how men's hair can make them look stronger
 - D examples of ways to style long hair
- 2 Stylists use clippers without a comb in order to achieve what effect?
 - A a side part
 - B a very short haircut
 - C textured hair
 - D tangle-free styles
- 3 According to the passage, what can we guess about long hair?
 - A It is more popular than short hair.
 - B It is inexpensive to properly maintain.
 - C It appears shinier than shorter hair.
 - D It can be hard to comb through.

Vocabulary

3 Read the sentence pair. Choose where the words best fit the blanks.

1 **fringe / hairline**

Sam's _____ is very short and doesn't cover his forehead.

The barber shaved Bob's _____ at the back so it was even.

2 **buzz cut / side part**

He chose a _____ because he's a soldier and needs a short style.

For many years, my father had a _____ before he eventually went bald.

3 **texture / crew cut**

A _____ is good for men who don't want to spend a lot of time styling their hair.

Kevin uses gel to add _____ to his hair.

4 Write a word that is similar in meaning to the underlined part.

- The stylist cut his hair with a device that trims men's hair. _ l _ p p _ _ _
- Sam doesn't like trendy styles, so he gets traditional haircuts. _ l _ _ s _ c
- Jeri uses her hands to tidy her hair when she doesn't have a brush with her.
f _ _ g e _ - c _ _ b _

5 Listen and read the article from a men's style book again. How can someone achieve a tousled look to their hair?

Listening

6 Listen to a conversation between a client and a stylist. Choose the correct answers.

- What is the conversation mainly about?
A trendy haircuts for men
B why the man wants a buzz cut
C suggestions for cutting the man's hair
D how to properly use hair clippers
- What does the man ask the stylist to do?
A change his hairstyle
B use the clippers without a comb
C show him different men's hairstyles
D give him advice for his long hair

7 Listen again and complete the conversation.

Stylist: So, Mr. Gonzales, do you want your usual 1 _____?

Client: No, I'm tired of 2 _____.
I want to try something different.

Stylist: What sort of 3 _____ do you want?

Client: I want it short on the 4 _____ and longer on top.

Stylist: Okay. Does a 5 _____ sound good for the sides?

Client: Let's go a little shorter.

Stylist: How about a number 2? Then, I'll use a little gel to finger-comb it.

Client: Yes, that sounds good. Please don't take too much 6 _____, though.

Speaking

8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you want your usual haircut?

No, I'm tired of ...

I want ...

Student A: You are client and want a haircut. Tell Student B about:

- your desired hair length
- the kind of style that you want

Student B: You are the stylist. Respond to Student B's requests.

Writing

9 Imagine that you are a hairdresser. Use the conversation from Task 8 to write a note to your employer giving him/her details about your last client. Make sure to mention the following:

- what length the client requested
- how long he wanted it on top
- your suggestion for styling the hair.

Short notes regarding Mr. _____:

Making a Client Feel Comfortable

The secret to a great cut is **communication**. Use the following tips to communicate with your clients:

Before the Cut

Listen to your **client** to find out exactly what he or she wants. Show them a **style book** with examples of haircuts.

While You Cut

Give clear instructions. Ask clients to stand up and put on a **gown** to protect their clothes from **stray** hairs. Warn clients before using a **spray bottle** to **mist** their hair. During the cut, tell the clients when to **lean** forward or **tilt** their head. They will feel a lot happier if you explain to them what you are doing.

After the Cut

Let the client see the haircut. Ask questions to make sure the client is happy with the haircut. Remember, this is the last chance to make sure that he or she is satisfied!



Get ready!

1 Before you read the passage, talk about these questions.

- 1 What is the best way for a stylist to communicate with a client?
- 2 What does a client usually expect from their hairstylist?

Reading

2 Read the article from a magazine. Then, mark the following statements as true (T) or false (F).

- 1 ☐ A stylist should decide what hairstyle to give a customer.
- 2 ☐ Customers like it when a stylist tells them what they are doing.
- 3 ☐ A stylist should never ask if a customer is happy with their haircut.

Vocabulary

3 Write a word that is similar in meaning to the underlined part.

- 1 Angela wears a loose piece of material that protects her clothes during her haircut. _ o _ _
- 2 Jason sprays a light layer of water on the woman's hair in order to make it damp. _ _ _ t s
- 3 The hairdresser found it difficult to get the young boy to move his head forward. _ _ l _

4 Check (✓) the sentence that uses the underlined part correctly.

- 1 ☐ A Kelly tilts her head to the side, so the stylist can cut her hair.
☐ B Peter protects his clothes with the spray bottle.
- 2 ☐ A Gina wears a gown over her clothes at the salon.
☐ B Lindsay has good communication skills and people have trouble understanding her.
- 3 ☐ A Walter only reads the 'For Sale' advertisements in the hair style book.
☐ B Gus found a few stray hairs on his jacket after his haircut.

- 5 🎧 Listen and read the article from a hairdresser's manual again. Why is it important to communicate with a client while cutting their hair?

Listening

- 6 🎧 Listen to a conversation between a hairdresser and a client. Mark the following statements as true (T) or false (F).

- 1 ___ The woman is visiting the salon for a trim.
- 2 ___ The hairdresser instructs the woman to tilt her head.
- 3 ___ The woman complains that the man takes too long.

- 7 🎧 Listen again and complete the conversation.

Hairdresser: Hi, Mrs. Clifford. Are you ready for your 1 _____?

Client: I sure am. Remember, I just want you to 2 _____.

Hairdresser: Okay. I'll only take a little. Please lean 3 _____, so I can cut the hair at the back more easily.

Client: Okay.

Hairdresser: Now, 4 _____ your head slightly, this way towards me.

Client: Remember, 5 _____, I just want a trim.

Hairdresser: I won't. That's great. You're 6 _____ now.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Remember, I just want you to ...

Please lean ... so I can ...

Tilt your head ...

Student A: You are a hairdresser at Bella Salon. Find out what type of cut Student B wants. Then, give Student B instructions during his or her haircut, being sure to mention:

- which way to lean
- which way to tilt his or her head

Student B: You are a client. Respond to Student A's instructions.

Writing

- 9 Imagine that you are a hairdresser. Use the conversation from Task 8 to write a note about a recent client. Make sure to mention the following:

- what instructions the client gave you about his or her cut
- how you made the client feel comfortable

Bella
Salon

Notes About Clients

A Guide to Your Nail Beauty Manicure

First, trim your nails to the desired length with the **nail clippers**. Use an **emery board** to **file** your nails. Be sure to move the file in one direction to avoid rough edges.

Second, fill a **finger bowl** with warm soapy water and **soak** hands. Use a **nail brush** to clean under and around the nails.

Third, rub **cuticle oil** on your cuticles to make them soft. Then, use an **orange stick** (not a metal cuticle pusher as these may damage fingernails) to push your **cuticles** back gently. Next, trim cuticles with a **cuticle trimmer**.

Finally, shine your nails with a **buffer** and massage hands with a moisturizing cream.

Get ready!

1 Before you read the passage, talk about these questions.

- 1 What different types of manicures do you know about?
- 2 What happens during a basic manicure?

Reading

2 Read the instructions from a manicure guide. Then, choose the correct answers.

- 1 What is the purpose of the guide?
 - A to give nail technicians advice on buying tools
 - B to describe what tools are in a manicure set
 - C to suggest different filing techniques
 - D to explain the steps of a manicure
- 2 What advice does the guide give for avoiding rough nail edges?
 - A use nail clippers to cut nails
 - B soak hands in warm water first
 - C file the nail in one direction only
 - D trim the edges with a cuticle trimmer
- 3 Which of the following is NOT a step described in the guide?
 - A put hands in warm water
 - B clean the nails with a nailbrush
 - C trim the nails with a cuticle trimmer
 - D buff the nails to add shine



Vocabulary

3 Read the sentences and choose the correct meaning of the underlined word(s).

- 1 Julissa used the buffer to polish her nails.
 - A a container to soak your hands in
 - B a device that cuts the skin around the nails
 - C an object that makes nails shiny
- 2 The nail technician was careful not to cut too much of the cuticle.
 - A a device that cuts around fingernails
 - B skin around the nail
 - C an object that makes the edges of nails smooth
- 3 Max cleaned the dirt from his nails with a nail brush.
 - A an object with stiff pieces of plastic used to clean nails
 - B a small piece of wood with pointy ends
 - C a thin piece of cardboard used to shape nails

4 Fill in the blanks with the correct words and phrases from the word bank.

word BANK

files finger bowl cuticle trimmer
soaks orange stick

- 1 Kate put her hands in the _____, which was full of soapy water.
- 2 A manicurist trims dead skin from around a client's nails with a(n) _____.
- 3 After a long day at work, Max _____ his tired feet in warm water.
- 4 Penny often _____ the rough edges of her nails to keep them smooth.
- 5 Wendy showed her sister how to push back her cuticles with a(n) _____.

- 5 Listen and read the instructions from a manicure guide again. What should you do to make sure your nails are smooth around the edges?

Listening

- 6 Listen to a conversation between a student and a cosmetology teacher. Choose the correct answers.

- 1 What is the main topic of the conversation?
A discussing various tools for a manicure
B giving advice about the best way to deal with cuticles
C explaining the different uses of finger bowls
D answering questions about something needed for a manicure
- 2 What will the teacher probably talk about next?
A all the tools used in a manicure
B additional manicure procedures
C why cuticle care is important
D techniques used by professional pedicurists

- 7 Listen again and complete the conversation.

Student: 1 _____, Miss Wilson?

Teacher: Yes, Tina. Do you have a question?

Student: Yes. It's about using the 2 _____. Do you ever add anything to the water in the finger bowl?

Teacher: I usually add a 3 _____.

Student: There's one more thing. How long are you supposed to 4 _____ the fingers in the finger bowl?

Teacher: 5 _____ question. You should only soak them for three to five minutes. Remember, you just want the cuticles to soften.

Student: Oh, I 6 _____. Thanks!

Teacher: No problem. If there aren't any more questions, let's talk about other manicure techniques.

Speaking

- 8 With a partner, act out the roles below based on Task 7. Then, switch roles.

USE LANGUAGE SUCH AS:

Do you have a question?

Yes. It's about ...

Oh, I understand now. Thanks!

Student A: You are a student at SoHo Beauty College. Ask Student B two questions about having a manicure. Then, tell Student B if you understand his or her explanation.

Student B: You are a teacher at SoHo Beauty College. Listen to Student A's questions about having a manicure. Then, respond to his or her questions.

Writing

- 9 Imagine that you are a cosmetology instructor. Use the instructions and the conversation from Task 8 to write yourself a note about a question a student asked during class. Make sure to mention the following.

- what the conversation was about
- what the student's questions were
- what answers you gave the student

