
Cosmetology

Teacher's Guide

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The aim of this Teacher's Guide is to provide a guide to teachers using the related e-resources for vocational education classes. Moreover, it includes additional tasks that are complementary to the content presented in the course and whose aim is to offer some additional knowledge in terms of lexis and grammar, but also in the very subject of cosmetology.

Introductory notes

Course goals

The material provided is to give students pursuing a career in the related field the active and passive knowledge of the terminology used in a particular professional context. Furthermore, the presented material comes with suggestions as how to use it in different ways in class by engaging students and promoting pairwork and groupwork.

As every lesson module consists, on average, of 11-14 screens it could be done in the course of two up to four classes, depending on the level of proficiency of the learners. This is why, the following teacher's book aims at highlighting how the provided material can be used to the best benefit of the learners, but does not focus on the rate at which the module should be covered. The teacher will have to adjust the tempo to the level of his or her students to make sure they fully understand and are able to recreate the functional language presented in each module.

Pre-text work: activating schemata

The role of the *Lead-in* tasks in this textbook is to introduce the subject, generate students' interest in it, and encourage them to form their expectations with regard to the text as this will help to stimulate their receptive skills which, in turn, will result in more effective learning and memorising of the material. By introducing interesting and puzzling pieces of information before the main tasks included in the material, we aim at creating specific associations and weaving a net of mental connections that will help learners to memorise certain pieces of information on a deeper level.

Work on the text: task-types and sequencing

Tasks move from the very global or very specific to the more detailed or the other way round, depending on the content of the text. Students are not expected to understand everything in the text and the introductory tasks are simply the way of introducing students to it. Their aim is to give learners the general idea of what they will be reading about and elicit any knowledge of the subject they already may have. The tasks are designed so that students can interact with the teacher and one another in a way that mirrors real-life communication, that is exchange of bits and pieces of information instead of following questions - answers pattern.

Post-text work: follow-ups and extensions

This can be linguistic (grammar or vocabulary) or skills (especially productive skills - speaking or writing). Not all texts offer potential for fluency, which is why there are some additional readings that contribute to the given topic or present it from a different angle, like in the case of symbolical meaning of gemstones. Other follow-up activities involve pairwork and groupwork which practices the skill of picking up on each other's mistakes and correcting them.

The role of lexis

The material for teaching the vocation revolves around the lexis, i.e. the vocabulary and terminology essential for describing and naming the procedures and treatments to be performed as well as functional language that is appropriate in these types of professional situations. The exercises focus on teaching how to use the provided educational material and how to make the best use of the tasks designed for this professional field.

Dealing with pronunciation

Spelling activities are often neglected due to the fact that it is often taken for granted that learners know how to spell. Very often it is not the case. In the services sector this is one of the most basic and important skills during an interaction with a client, which is why in this textbook practising pronunciation is suggested as a follow-up activity in numerous exercises.

The role of grammar

The grammar included in the modules is not very varied as it mainly revolves around communication between co-workers or a professional and a client, however whenever suitable, grammar activities are suggested to practice certain structures that are thought to be especially useful and relevant for achieving fluent real-life communication.

Recycling and revision

The modules are designed in such a way that the presented information is being recycled throughout the module. Provided feedbacks to exercises are also an excellent source of information and help to systematise it. The end-of-course test contains material from all the five modules, that is introduced vocabulary, grammar and specific information related to the vocational field.

Lesson notes

61.1 Performing facial treatments

Stage 1 – Listening for Gist and Listening for Detail

Tell the students that they are going to listen to a recording about performing facial treatments. Ask them whether they know what these are and try to elicit examples of the treatments one can have done, e.g. chemical peels, anti-aging facial, microdermabrasion, etc.

Initiate a discussion about the pros and cons of having such treatments done by a professional and ask whether some of your learners or their friends and family have had them done and if they liked the results.

Next, ask your learners to read the True/False options in exercise 1 and clarify (in English) any words they might be confused about to make sure they understand the provided information before they watch the video.

Play the video. This time, before you play the video again, ask learners to note down any words or expressions from the video that find useful, interesting or, perhaps, unclear.

Play the video again. Ask them for their answers and elicit feedback from the group as why certain answers were true or false. Move on to discussing the expressions that the learners found worth noting down, e.g. adverse reactions, impurities, contraindications, etc.

Consultation before the cavitation peeling treatment

TRANSCRIPT

A young woman comes to a beauty salon to have a peeling done. The beautician diagnoses the client's skin, recommends the best peeling for her skin type and performs the procedure.

Scene number	Dialogue
1.	<i>Beautician:</i> Good morning, Mrs Doe. <i>Client:</i> Good morning. <i>Beautician:</i> Welcome to our beauty salon. Please change into the peignoir and sit on the chair. Don't mind the blanket - it usually covers the chair. <i>Client:</i> OK, thank you.
2.	<i>Beautician:</i> Were you appointed for a consultation about the face exfoliating treatment? <i>Client:</i> Yes. My skin is oily and has lots of impurities. I would like to get a peeling to cleanse it and reduce the discomfort of having oily skin. Could you perform such treatment on my skin? And could you please suggest what kind of peeling would be the best for my skin type?
3.	<i>Beautician:</i> Yes, of course. I have to diagnose your skin and examine it thoroughly under the magnifying lamp. But before the diagnosis itself, I have to remove your make-up. May I? <i>Client:</i> Yes, please.
4.	<i>Beautician:</i> The makeup removal is done. Now I am going to tone your skin. Mrs Doe, is everything all right? <i>Client:</i> Yes, thank you.
5.	<i>Beautician:</i> Your skin is clean, so now I am going to turn the magnifying lamp on and examine your complexion.
6.	<i>Beautician:</i> I see that there are no contraindications to performing the treatment. I suggest cavitation peeling. It is a peeling with the use of ultrasounds. Your complexion is a bit oily and has lots of impurities. Cavitation peeling will remove the rough epidermis and blackheads, normalise sebum secretion, lighten the complexion and smooth wrinkles. This kind of peeling is very safe - it does not irritate the skin or cause adverse reactions. Are you determined to undertake the treatment? <i>Client:</i> Sure, because lately my skin has been too oily and I would like to clear and refresh it.
7.	<i>Beautician:</i> Good, let's get to work then! <i>Client:</i> Great! I can't wait to see the results!

Exercise 1

Answer key:

1. T
2. F
3. T
4. T
5. F
6. F
7. F
8. T

Stage 2 – Listening for Specific Information

Focus students on question 3. Ask them to focus on how the client describes her skin and what is the name of the treatment recommended by the beautician as well as its benefits. Play the recording again. Before checking on a whole-class basis, give students a minute or two to check and discuss their answers in pairs.

Answer key:

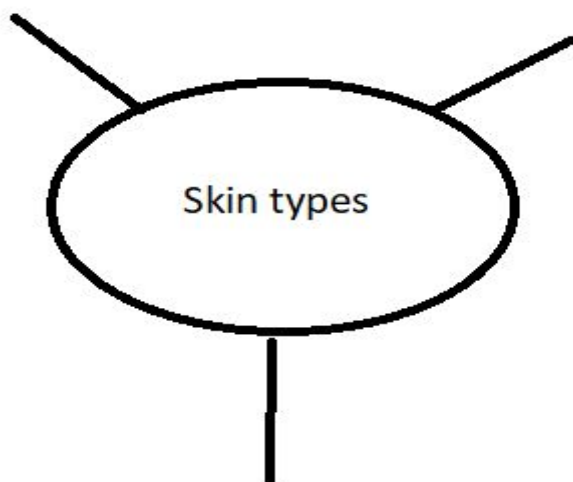
Client describes her skins as: oily, with lots of impurities.

The beautician suggests a cavitation peeling.

The benefits of a cavitation peeling: removes rough epidermis and blackheads, normalises sebum secretion, lightens complexion and smooths wrinkles.

Follow-up exercise

You can draw a mind-map on the board as below.



Brainstorm with the students what issues might be related to each of the skin types they come up with, e.g. sensitive skin: prone to irritation, redness, blotchy; dry skin: dry patches, dehydrated, etc., and what might be the suitable treatments for those kind of problems.

Exercise 2

Students do exercise 2 on their own. Make them read out loud their answers to practice the pronunciation of the vocabulary appearing in this exercise. Make sure they understand the meaning of crucial words by using them in sentences that they have to produce on the spot, e.g. Some medicines have **viscous** consistency, e.g. cough medicines.

Answer key:

1. The beautician uses a magnifying lamp for **diagnosing** the skin.
2. The client has got **oily** skin.
3. Cavitation peeling is used for **cleansing the skin**.
4. Oily skin **is viscous**.
5. The client changes into **a peignoir**.
6. The beautician cleans her **hands** with skin sanitiser.
7. Cavitation peeling removes **horny** skin and blackheads.
8. The **chair** is covered with a special blanket.

Instructional video

Stage 1: Lead-in

Tell your students that they are about to watch a video explaining what a cavitation peeling is. Ask them whether they or someone they know have had it performed. Revise what should a beautician do before commencing the procedure, i.e. sanitise her/his hands, remove the client's makeup, establish there are no contraindications for performing the peeling, etc.

Make your learners read the sentences. They should be able to predict the correct answers, based on the Dialogue Video they watched before.

Performing the cavitation peeling

TRANSCRIPT

1.	The ultrasound device is used for performing cavitation peeling treatment on the skin. There is also a power cord. After charging, the device can work without the power supply. Cavitation peeling is based on cavitation. This is a physical phenomenon that occurs under reduced pressure. It consists in a rapid transition from the liquid phase to the gas phase. That is why the skin must be wet at the beginning of the procedure. Then, in contact with the ultrasound, microbubbles are being formed to be destroyed later on. The result is a breakdown of the old cells of the epidermis.
2.	The device has an on/off switch and diodes showing whether the device is ready to use after turning it on. The first button sets the type of ultrasonic waveform, while the second changes the intensity of the waveform.
3.	Using the device, or a metal spatula, skin peeling is performed by moving it continuously, without detaching from the surface of the skin. The movements are repeated several times, along the lines of facial muscles.
4.	The cosmetologist gets ready to perform the treatment. Before the peeling she has to wash and sanitise her hands with a disinfectant. She puts on disposable rubber gloves. The client dressed in a peignoir lies on the salon chair.
5.	The cosmetologist dips the cosmetic pad in the alcohol-free face cleanser and rubs the client's face before turning the ultrasonic device on. Then, in the same spot, by gently pressing the spatula onto the surface, she moves it continuously through the skin. These movements are repeated several times over the entire surface of the face, avoiding the eye area. The treatment takes 10 minutes. A distinctive sound is heard during the treatment.
6.	Undergoing the treatment may cause slight skin redness.
7.	The treatment is painless and relaxing. It cleanses, stimulates, and revitalises the skin. The treatment has also an anti-wrinkle effect.

Stage 4: Listening for Detail

After about a minute, play the video - twice if necessary - for students to check their predictions and select the correct answers. Afterwards, students discuss their answers again and you lead whole-class feedback. Make them read the sentences out loud to make sure they can imitate the correct pronunciation of the vocabulary.

Exercise 3

Answer key:

1. The **(ultrasonic)** device is used for performing cavitation peeling treatment.
2. The device may work without the **(power supply)** after charging.
3. The movement of the spatula is **(continuous)**.
4. Before performing the treatment, the beautician should wash and **(sanitise)** her hands.
5. The treatment is **(painless)** and relaxing.
6. The **(treatment)** takes ten minutes.
7. Undergoing the treatment may cause slight skin **(redness)**.
8. The treatment has an **(anti-wrinkle)** effect and revitalises skin.

Follow-up activity

Pick a few words from the transcript, e.g. spatula, peignoir, epidermis, microbubbles, disinfectant, phenomenon. Divide students into two groups and ask a member of each group to write the word you pronounce on the board. The team who gets more words spelled correctly wins.

In order for this activity to be engaging and challenging the video should be played without subtitles beforehand.

Exercise 4

Task-based learning

Students do the exercise on their own. Ask them to read out the complete sentences and, if necessary, clear out any doubts they may have regarding the vocabulary or why a particular option is the correct one.

Answer key:

- Cavitation peeling is a treatment for skin **(exfoliating)**.
- At home you can use a **(scrub)** instead of cavitation peeling.

- The client made an appointment to get rid of her problems with shiny and viscous skin. Her skin is **(oily)**.
- Cavitation peeling may result in light pink reaction on the skin. This is otherwise known as **(redness)**.
- Cavitation peeling may be performed only when the skin is clean, so after **(the makeup-removal)**.
- During the treatment hands should be protected with **(disposable rubber gloves)**.
- Cosmetic pads are dipped in **(alcohol-free face cleanser)**.
- The spatula is made of **(metal)**.

Listening

Lead-in

Ask your students to read the vocabulary from the source list and the exchange between the beautician and the client. In order to increase their awareness of words' functions you may ask them to identify the grammar category of each of the words from the source list, e.g. afraid is an adjective, appointment is a noun. Next, ask them what kind of word they should use to complete each sentence. This will train them in narrowing the possible options by correct identification of the grammar category of the missing word.

Play the recording.

Transcript:

1.	<i>Cosmetologist:</i> Hello, how can I help you? What's the problem you came here with?
2.	<i>Client:</i> My skin is full of impurities and oily. I would like to freshen it up a little.
3.	<i>Cosmetologist:</i> Well, in fact, your skin looks oily, sticky and shiny. There are also skin pores visible.
4.	<i>Client:</i> Can anything be done about it so that it won't be so shiny?
5.	<i>Cosmetologist:</i> Of course. I suggest undergoing a peeling treatment normalising oily skin.
6.	<i>Client:</i> Sometimes I use a face scrub at home.
7.	<i>Cosmetologist:</i> What kind of scrub do you use? And how often do you use it?
8.	<i>Client:</i> Every two weeks. It is a scrub with grape seeds.
9.	<i>Cosmetologist:</i> Very good. I suggest doing it more often, though. You can do it even twice a week. Today I offer you a cavitation peeling treatment that will cleanse your skin more thoroughly.
10.	<i>Client:</i> What is this?

11.	<i>Cosmetologist:</i> It is a treatment based on ultrasounds. The peeling is painless and safe. It is going to clear your skin more thoroughly than the one you're using at home.
12.	<i>Client:</i> I'm going to try it then. I'm curious about the effects.
13.	<i>Cosmetologist:</i> You are going to be satisfied, for sure.

You could provide students with transcripts of the earlier listening activities so as that they may self-check. If necessary, play the recording one more time.

Follow-up

Pick a pair of students and ask them to act out the dialogue from the audio. Provide them with a printout of the transcript.

The advantage of this type of exercise is that the learners can get the feel of the language and practice the pronunciation and intonation patterns.

Game - Memo

Students do the exercise on their own and check their answers in pairs. If necessary, provide them with feedback and additional explanation.

1. oily skin - tłusta skóra
2. secreted sebum - wydzielane sebum
3. enlarged pores - rozszerzone pory
4. scrub - peeling ziarnisty
5. metal spatula - szpatałka (elektroda) metalowa
6. blackheads - zaskórniki
7. ultrasounds - ultradźwięki
8. beauty salon table - stolik kosmetyczny

Follow up

Ask students to work in pairs again and make mini-dialogues in which they are to use the vocabulary from Memo. Give them about 10 minutes to prepare their dialogues and later allow them to act them out.

This short exercise will help your learners to recycle the vocabulary that was introduced earlier and use it in context on their own.

Exercise - Complete the expressions

Students work through activity 10 individually, and then check their answers in pairs.

1. as [**far** // much // that] as I'm concerned
2. to the [**best** // good // better] of my knowledge
3. if I [**were** // was // am] you
4. a [**change** // modification // chance] of heart
5. it's [**no** // not // none] secret
6. [**sooner** // earlier // late] or later
7. more or [**less** // little // most]
8. give or [**take** // get // make]

Follow-up

Ask your learners to use the expressions from the exercise in sentences. They may either write them down or produce orally on the spot. The important thing here is that they know how to use them in context. Elicit what grammar or lexical category the phrases belong to, e.g. If I were you - 2nd conditional; a change of heart - a fixed phrase;

Hangman

You can introduce a competitive factor to this activity to make it more engaging. Divide your class into two teams. Each team will work together, trying to guess the words. The team that has more correct answers - wins.

Answer key:

1. gentle
2. impureness
3. sebum
4. viscous
5. cavitation
6. blackheads
7. redness
8. exfoliation

Reading

As to give your students a general idea about the main subject of the text, ask them how they exfoliate their own skin at home. They may not be able to come up with the specific terminology to name the products their use, so make them describe their consistency and how they use them. To give them an idea how to do it, start yourself by saying: *The exfoliator that I use has tiny particles of seeds and the consistency of a thick paste. I apply it on wet skin of my face and massage it for a while, then I rinse it off. This type of product is a mechanical exfoliator, because for it to work you simply has to rub it on your face.* Then, ask them if they know any other types of exfoliators and how they differ between one another.

If you can, bring to class a couple of exfoliators to illustrate the differences between them.

Next, ask your students to read the text on their own and underline any fragments they find difficult to understand. Then make them work in pairs and explain them to each other. If necessary, provide them with your own clarification. It is also a good idea to make the students read out the text to practice the correct pronunciation of words and intonation.

Exercise 9

Students work individually and check their answers in pairs. Then, still in pairs, ask them to choose one adjective at a time and the other person to pair it with any noun that comes to them when they hear it. For example, unfashionable - hat. The person who came up with the noun has to use the adjective and the noun in a sentence. Then the other person on the pair has to collocate the adjective he or she hears with any noun that comes to their mind.

This exercise can be fun, but more importantly, it teaches the learners how to make the presented language 'their own', that is to say, how to use it in a creative way.

Answer key:

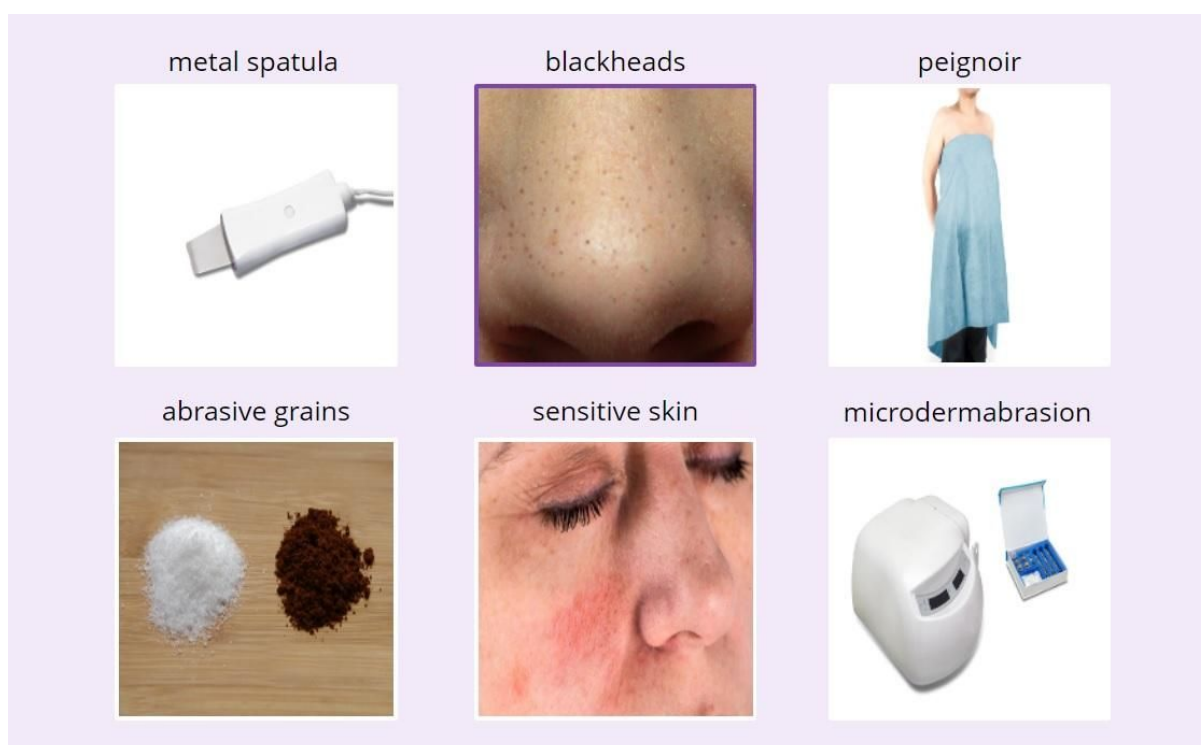
familiar	unacquainted
safe	dangerous
popular	unfashionable
natural	artificial

common	exceptional
sensitive	tough
available	limited
synthetic	natural

Exercise 10 - Labeling pictures

Students do the exercise individually and check it in pairs. At this point they should be well familiar with all the words appearing in the exercise.

Answer key:



Exercise 11 - Crossword

This exercise can be done in pairs or in teams, depending, on the group and their level of fluency. Generally, the higher the level of the learners, the more they can do on their own. However, in case of groups with attention deficit or struggling with understanding the English language, it's a good idea to make them work with a partner to increase their level of confidence or introduce the competitive factor by

dividing the class into opposing teams so as to engage all the learners and give them a common objective to achieve.

Answer key:

Down:

1. It should be done before the treatment
3. Can be couperose, oily or dry
4. A sudden physical phenomenon that involves changing the state of a substance from liquid to gas by means of reducing the pressure
7. The kinds of acids that are contained in acid AHA scrubs

Across:

2. A different word for exfoliating
5. They are active substances found in fine-grained peels and cosmetics
6. Visible black spots
8. A layer of the epidermis that is fragmented during a cavitation treatment

Exercise - Magic Box

Just like in the above example, students can do this exercise individually or work in pairs.

If they work in pairs, after finishing the exercise, you may ask one of the student to come to the board and their partner to spell a couple of words they found in the magic box for them to write on the board. Then they swap roles.

Answer key:

O	A	U	L	T	R	A	S	O	U	N	D	S	D
D	C	Q	O	R	A	C	Y	T	U	B	N	M	X
I	D	R	T	E	D	H	S	C	R	U	B	A	C
A	F	T	Y	A	Y	U	O	P	M	N	W	Q	O
G	B	V	N	T	M	E	C	A	R	E	A	S	M
N	E	R	T	M	F	H	G	J	R	U	T	Y	P
O	D	P	O	E	N	T	A	B	A	N	D	S	L
S	S	P	O	N	X	A	S	D	F	K	G	K	E
E	W	E	R	T	O	P	I	A	S	C	A	R	X
A	S	T	Y	U	I	G	M	S	D	J	F	K	I
C	L	E	A	N	S	E	R	S	D	G	H	S	O
A	N	D	E	R	B	N	G	L	D	J	G	H	N

61.2 Tinting eyebrows and eyelashes using henna

Lead-in

Ask your students about the ways of enhancing their eyelashes and eyebrows. Encourage them to list all the permanent and semi-permanent alternatives (e.g., brow tattooing, brow shading, microblading) and their advantages and disadvantages. You may point out that henna was used in the ancient times the same way it is used now, that is to dye one's hair and tint eyebrows and eyelashes. Inquire whether your learners had this procedure done and how they felt about it.

Ask them to read Exercise 1. Avoid over-explaining the vocabulary in the text. Your students should develop the skill of guessing the meaning of the words from the context. The feedback provided in the exercise should be helpful enough.

Play the video, twice if necessary. Make them read out the text in order to check collectively the correct placement of words in the exercise. Now, if they still cannot

understand the meaning of particular words, you may ask their classmates to explain them, or do it yourself if no other student can help with the task.

	Dialogue
1.	Client: Good day. Beautician: Good day, please come in and sit down. Client: Thank you.
2.	Beautician: We'll start in a moment. Today, we are tinting the eyebrows only, is that right? Client: Well yes, but I'd like to tint my eyelashes, too. Beautician: Ah, I see. Client: So I'm wondering which henna colour would suit me best.
3.	Beautician: Your hair is quite dark so to match it, the henna should be dark, too. Why don't we put a dark brown henna on your brows and a black one on the lashes. This will make your eyes look vibrant and lively. Client: Shouldn't the eyebrows be black as well? Beautician No, they can't be too dark, that would look unnatural. Dark brown will be just perfect.
4.	Client: So it will. I trust you, you are the expert after all. Beautician: Thank you. Your brows will look great and it will definitely bring your beauty out.
5.	Beautician: Before we start I need to ask you a few questions. Client Sure, go ahead. Beautician Have your brows or lashes been dyed before?
6.	Client: Yes, but that was a long time ago. Beautician: How did it go? Did any problems occur during colouring? Did your eyes ache? Did they go red or swell? Client: As far as I remember they were burning a bit. Beautician: Was the procedure stopped? Client: No, there was no need, the burning started just before washing the henna off. Beautician: How did you feel later? Client: Everything went back to normal. The eyelids didn't swell. Beautician: A small allergic reaction must have happened. We'll use milder cosmetics. At present, are you still allergic to something or do you have other problems with your eyes? Client No, I'm quite healthy. Beautician Do you wear contact lenses?

	Client: No, I don't.
7.	Beautician: Perfect. I can't see any problems then, we can start. Client: I'm glad.

Answer key:

1. beauty salon
2. eyelashes
3. beautician
4. henna
5. consultation
6. allergies
7. contact lenses
8. procedure

Check the answers with the whole class. Make the students read out the text.

Follow-up

Write on the board the following structures to give advice:

- *I think it would be a good idea...*
- *In my opinion...*
- *To my mind...*
- *I'd recommend...*
- *From my own experience...*
- *I believe...*
- *If I were you...*

Then distribute among your students slips of papers with some prompts to act upon, e.g.

A client wants to have her eyebrows completely waxed off.

An elderly client wants her eyebrows dyed violet.

A client with blonde hair and light colouring wants her eyebrows dyed black.

A clients wants her eyebrows overplucked.

Ask students to work in pairs. One person will take one the role of a beautician and the other of a client from the prompt. Students, using the structures to give advice, have to explain to their partner - the client why their request is not the best idea and reach some middle ground together.

Exercise 2

At this point learners have watched the video twice already, so they should have all the information necessary to do exercise on their own. While selecting the correct answers, make them note down in their notebooks the phrases or words they find unclear. Ask other students to explain them to their classmates.

The main focus, however, should be on the differences among the three in the meaning of the words provided in the exercise. A good way of doing so would be by using visuals.

Answer key:

1. tint
2. henna
3. cosmetic consultation
4. dark brown
5. eyebrows and eyelashes
6. could
7. vibrant
8. sight defect

Exercise 3 - Instructional video

Before playing the video, ask your students to read the exercise and predict the correct answers. Play the video. Students should work individually.

Nr	Text for the voice over
1.	Henna is a dye prepared from a plant and is commonly used for tinting eyelashes and eyebrows. There are different kinds of henna on the market. It can be purchased in both powder and gel. For tinting lashes black henna is the most popular. Whereas brows are dyed with brown or graphite. It should be remembered that the choice of colour is an individual matter, depending mainly on client's hair colour. Eyebrows should never be lighter than the hair, this way eyes will be nicely accentuated.
2.	Before starting the procedure, all the necessary utensils and tools need to be prepared. These are the following: a glass rod, cosmetic pads, vaseline, saline and a glass for henna reconstitution.
3.	The first thing to do is a precise make-up removal. The next step is to evaluate the

	skin condition in order to check if tinting can be carried out.
4.	Now, take cosmetic pads and trim them to the shape of a crescent. Paste one side with vaseline and put them under the lower eyelids. Put a small amount of henna and a few drops of 3% hydrogen peroxide into the glass using the glass rod. The mixture texture should be similar to that of sour cream.
5.	Henna is firstly placed on the eyelashes. The most popular colour is black. Depending on the client's preferences, the same or a different colour is applied to eyebrows. Colouring time for lashes is 10 minutes, for eyebrows 5 minutes.
6.	Removing henna follows in a reverse order to its application, so from eyebrows to eyelashes. Use only lukewarm water to do this. In case of eye irritation instil them with saline. It will help to remove any specks of dirt from the eye surface.
7.	After having finished the procedure, moisturise the skin under the eyes. Use a cosmetic suitable for the given type of skin.

Should the need be, play the video again. Check the answers with the whole group and clear up confusion, if there is any.

Answer key:

1. tinting
2. hydrogen peroxide
3. 5 min
4. a glass rod
5. lukewarm water
6. in the direction of the brows growth
7. moisturising cream
8. saline

Practice the pronunciation of the words like 'hydrogen peroxide', 'saline', 'moisturising' and 'lukewarm'.

Exercise 4

This exercises revises the information introduced in the instructional video, thus the learners do it on their own. The correct answers are read out by the students, so that they get a chance to practice their pronunciation.

Listening

Lead in - Listening for Gist and Detail

Inform students that they are about to listen to a conversation of two friends on henna tinting.

Ask them to listen for the variety of shades that are available and how the woman who had it done felt about the whole experience. Play the recording once and elicit answers to your previous questions.

Transcript

1.	(A): Hi Ola! You look different today!
2.	(B): Hi! I had my brows henna tinted yesterday.
3.	(A): You look great! The colour matches your blonde hair perfectly. And this makeup!
4.	(B): I wanted them black but the cosmetologist said they would be too dark and we decided on dark blonde. I wanted my green eyes to be standing out.
5.	(A): I've been thinking of tinting my brows, too. I'm not sure which colour would suit my red hair.
6.	(B): A cosmetologist will give you some advice. She'll show you a colour palette and help you choose the proper shade.
7.	(A): I thought there are only two henna colours - black and brown.
8.	(B): I thought so, too. But the colour palette is very wide. From light blonde, through reds, violets, greys, browns, down to black. This is why it's worth going to a professional.
9.	(A): I think I'll do so. I can't decide myself. How long does it last?
10.	(B): Not long, after tinting you may also try to shape your brows which will make your eyes look bigger and vibrant.
11.	(A): Does it hurt?
12.	(B): Tinting? No, you'll only feel a slight pinch. The skin may swell a bit and become reddish. But it's worth it.
13.	(A): Hm, I'll try it, then. Thanks for your advice!
14.	(B): You won't regret it!

Now tell the students to focus on exercise 5. They can work in pairs. Ask them to arrange the dialogue in the correct order and play the recording again for them to check it. Ask a couple of students to act out the dialogue.

Answer key:

1. Hi, Janice. It's so good to see you.
2. Thanks. It's been a while since we last saw each other, hasn't it?
3. We have to meet more often. You look so different. I love your new hair.
4. That's so nice of you. I wanted to change my image for the summer.
5. It worked out perfectly. And this make-up - it's beautiful.
6. Yeah. I had it done at a beauty studio. I wouldn't be able to do it myself.
7. Me neither. I see you got your brows shaped, too.
8. That's right. The cosmetologist said it would make my eyes look bigger.
9. Oh, she was so right!

10. Thanks. I got to run. I'll call you. Bye.

Exercise 6

This exercise relies on the basic knowledge of grammar tenses. You may briefly revise the main grammar tense structures and 'have something done' with them. The feedback will provide them with more specific information.

Students do the exercise on their own.

Answer key:

1. I have **noticed (notice)** you look different today.
2. I had my eyebrows **tinted (tint)** with henna yesterday.
3. The beautician **said (say)** the colour would be too dark.
4. Shaped eyebrows **will accentuate (accentuate)** your eyes.
5. You should **use (use)** tweezers to shape the brows.
6. Does it **hurt (hurt)**?
7. Yesterday I **went (go)** to a beauty salon.
8. The colour of your brows **matches (match)** your hair very well.

Game

The game recycles and consolidates the information that has already been presented. Students solve the quiz on their own. While doing it, ask them to note down any words or phrases whose meaning they are not certain. Later on you can use them/write them in a sentence to provide them with context which will facilitate their understanding.

Answer key:

1-A

2-C

3-D

4-A

5-D

6-B

7-A

8-C

Exercise 7 - Crossout

Students can do this exercise on their own or compete in two teams, depending on the dynamics within the group and their level of engagement.

Answer key:

T	R	O	P	A	L	R	Y	O	D	M	H	A
M	U	R	T	A	C	C	L	E	E	R	N	U
V	Y	T	A	R	A	A	M	V	P	U	L	A
M	O	I	S	T	U	R	I	S	I	N	G	F
A	L	F	T	R	O	E	B	A	L	A	M	T
K	I	T	S	H	A	F	U	T	A	R	E	W
E	T	U	H	R	A	T	I	N	T	I	N	G
U	M	A	A	F	T	O	L	E	I	R	O	W
P	O	W	D	E	R	F	G	A	O	M	A	T
V	D	K	E	B	N	M	T	O	N	I	C	G

Exercise 8

Learners do the exercise on their own. As a follow-up exercise you can ask them to say create the definitions explaining some of words from the exercise, e.g.

‘time-consuming’ is an adjective which means that something takes a long time. This type of an activity will ensure their correct understanding of the vocabulary and help them develop the awareness of the grammar categories of the words.

Answer key:

1. With the help of henna you can change **the colour of the eyebrows**.
2. **Allergy** must be ruled out before henna application.
3. **Oxygen peroxide** is used to prepare a henna dye.
4. Skin around the eyes should be **moisturised**.
5. Tonic removes **sebum** from the face skin.
6. Henna dye is removed with use of **lukewarm water**.
7. Shaped eyebrows make the **eyes** look bigger.
8. Henna tinting is a **short** process.

Reading

Lead-in

You can use visuals of eye makeup from the Instagram or the Internet. Show the photos to students and ask them which photos they like best and why. Let them tell you about trends in accentuating one's eyes and ask them about their own ways and preferences, e.g. *What products do you use? What products are best for accentuating eyes and why? What do you think about eyelash extensions? Have you ever had them done?*

Students read the text on their own.

In order to check their reading comprehension ask them these detailed questions:

1. What are professional cosmetic procedures for accentuating one's eyes?
2. What colours does the henna colour palette include?
3. What are the alternatives to tinting?
4. What two tools are particularly useful in styling one's brows?

Exercise 9

Students do this exercise on their own. When they are ready, ask them to correct on the board the grammatically incorrect sentences. This is meant to consolidate the correct grammar structures.

Answer key:

(Grammatically correct sentences)

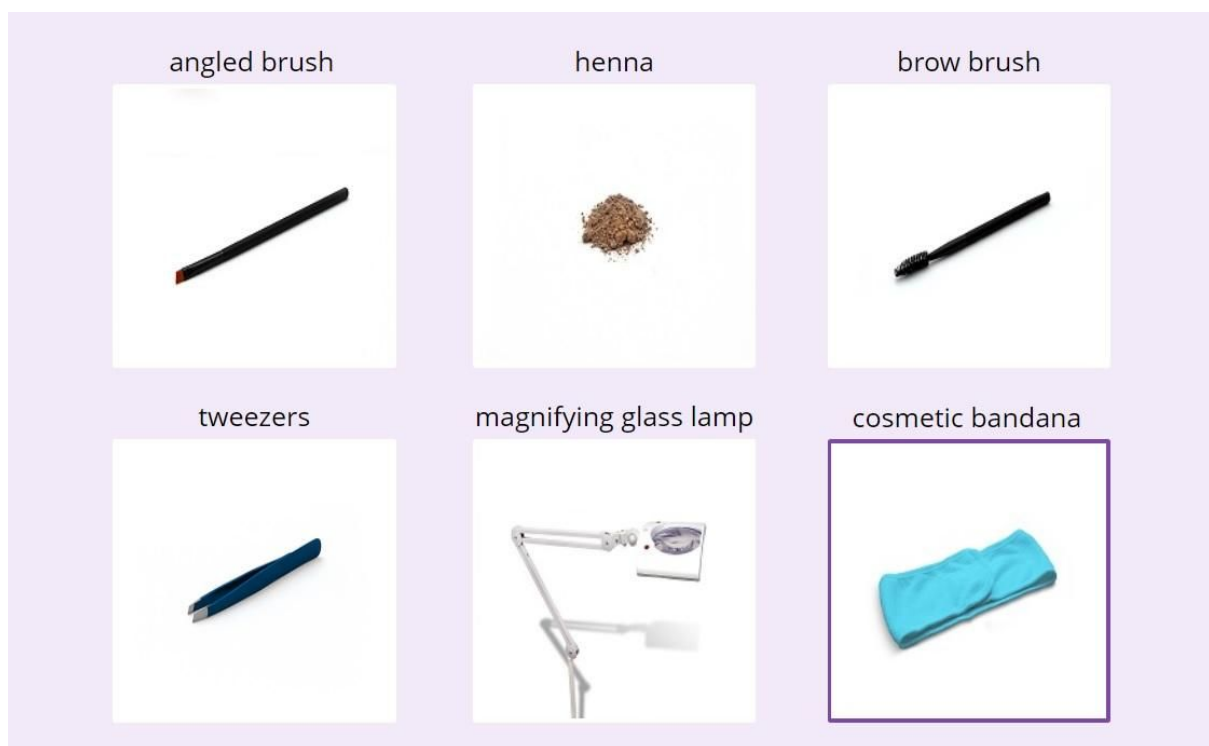
3. **There are a lot of mascaras, gels, waxes, crayons and shades.**
4. **Choosing the right makeup brushes is of high importance.**
5. **Henna comes in various colours.**
6. **There is no need to use mascara if lashes are darkened with henna.**

Exercise 10 - Labelling pictures

Students do the exercise on their own.

NOTE: Should your students be more advanced and you found this activity too simple for them, you could divide them into two teams and give each team a picture of the objects. One person from the team would have to describe the word to the opposite team and they, in turn, would have to guess the name of the object. The person describing the object must not use the words denoting the object, e.g. in case of an 'angled brush' they must not use the words 'angled' or 'brush'. They could only say something along the lines: *It's two words. It's a tool used for applying products like brow pomades, powders or gels to one's eyebrows.*

Answer key:



Exercise 11

In order to make it more engaging, you can divide the class into two teams. The team who guesses more words wins.

Answer key:

1. colour changing. **DYEING**
2. A piece of cloth used to keep your hair away from the face. **BANDANA**
3. Plucking undesirable brow hairs. **SHAPING**
4. Procedures aimed at improving the skin condition. **SKIN CARE**

62.1 Performing body care and beauty treatments

Dialogue video - Exercise 1

Lead-in

As a way of introduction to the topic ask your students questions like: *What kind of beauty treatments available at a beauty salon do you know? What beauty treatments would you be interested in trying? Are there any innovative procedures that you would like to offer at your beauty salon?*

NOTE: In case of a less advanced learners, it is always a good idea to use some visuals, for instance photos of different beauty treatments. Even if your students will not be familiar with names of the illustrated procedures, they should be able to describe what they see in the photographs which will make for a good speaking practice.

Next, tell the class that they are about to watch an exchange between a beautician and her client. Ask them to read Exercise 1 before playing the video and predict what words are missing from the dialogue.

Play the video. Give them a minute to go over their answers. Play the video again. Ask a couple of students to read out the dialogue and the rest check their answers.

Answer key:

(1): **[Good morning]**, Mrs Brown. **[Welcome]** to my beauty salon. Please put on a **[robe]** and sit in the chair.

(2): Okay. **[Thank you]** very much.

(1): Right, you were scheduled for a **[consultation]** on the body care treatment. How can I help you?

(2): I'm struggling with a lot of cellulite on my thighs and buttocks and excess fat on my stomach. I'd like to get rid of it. Can you recommend anything **[effective]**?

(1): Of course. I suggest an anti-cellulite and slimming **[treatment]** that reduces cellulite and slenderises. First, I have to take a look at your belly, thighs and buttocks. I also have to ask some questions to exclude **[contraindications]** for the treatment. Do you agree?

(2): By all means.

Exercise 2

Students do the exercise on their own. The answers are checked collectively. Ask your students to read them out in order to practice pronunciation.

Answer key:

1. What problem did the client come to the beauty salon with?

A. **cellulite on thighs and buttocks**

B. rosacea on the face

C. swollen legs

2. What will the cosmetologist do?

A. firming and shaping treatment

B. normalising treatment

C. **anti-cellulite and slimming treatment**

2. What parts of the body will be treated?

A. arms

B. **stomach, thighs, buttocks**

C. face, neck, neckline

4. What mask is used to perform the treatment suggested by the cosmetologist?

A. activated carbon mask

B. **algae mud mask**

C. paraffin mask

5. How often is it recommended to perform a body treatment?

A. **twice a week**

B. once a week

C. every day

6. After how many treatments do you see the first effects?

A. **after 4 treatments**

B. after 15 treatments

C. after 1 treatment

7. To strengthen the mask effect, the body is wrapped with

A. bandage.

B. **stretch film.**

C. paper.

8. To keep the effects, after the treatment the client should

A. lie on her stomach as long as possible.

B. not moisten the body for a week.

C. **do adequate exercises.**

Follow-up

Generate a conversation with your students. Write on the board names of several countries, e.g. Poland, France, Sweden, the UK and the USA, and ask them to guess what are the most popular beauty treatments in those countries. Give your students pieces of paper with names of the treatments that were used in the exercise and some additional ones like: **threading, injectable fillers, facial massage, manicure and pedicure, hair removal, eyelash extensions, microblading, anti-cellulite and slimming treatment, facial** and ask them to decide what are three most popular beauty treatments in every of these countries.

This exercise will allow them to put into practice some of the vocabulary used in the video and the exercise as well as build some awareness of beauty trends and cultural differences in different regions of the world.

These are the results based on the Internet search of most popular salon beauty treatments:

Sweden - threading, injectable fillers, hair removal

France - facial massage, anti-cellulite and slimming treatment, manicure and pedicure

Poland - eyelash extensions, hair removal, eyebrow and eyelash tinting

the UK - microblading, injectable fillers, facial

the USA - injectable fillers, anti-cellulite and slimming treatment, manicure and pedicure

Exercise 3 - Instructional video

Lead-in

Before playing the video ask your students to read Exercise 3 and try to predict in pairs the order in which the procedure was performed. Play the video. Check the order with the class. If need be, play the video again.

Exercise 4 - Connection

Another way of using this particular activity is by playing Bingo.

You will need to prepare beforehand pieces of paper with the phrases used in the exercise and, written on separate pieces of paper, their definitions. The students with the definitions will have to read them out, one at a time and those who received the phrases will have to listen and say 'Bingo' if they think they have the phrase that has been described. Then, before they read its name, they will have to say, in their own words, why they think this is the term that matches the definition, to make sure their guess is correct.

Such execution of this exercise will teach paraphrasing, pronunciation and listening comprehension.

Listening

Exercise 5

Lead-in

Ask your students some questions to introduce the topic, e.g.: *What causes cellulite? Do you know any ways of getting rid of it? What are beauty treatments that help to reduce cellulite?*

Then, ask your students to read Exercise 5 and try to predict what the correct answers will be. Play the recording. Check the answers with the class by asking students to read out the sentences with correct answers. If necessary, play the recording again.

Follow-up

You will need to have prepared pictures illustrating some other vocabulary used in the exercise, i.e. *moisturising, nourishing, dry skin, cracked heels, lamp magnifier, cavitation peeling, calves, clots, wounds*.

Divide the class in two teams. Board the vocabulary. Show a picture to learners and ask them what it illustrates. They have 5 seconds to answer. The team that answers correctly gets a point. Then remove the vocabulary from the board and put there pictures only. Two members of each team approach the board and stand with their back to it. You will then say the word, e.g. *cracked heels*, that was previously on the board and they will have to turn and touch the right picture that depicts it.

This is a great way of introducing and recycling new vocabulary without over-explaining it.

Exercise 6

Students do the exercise on their own and check it in pairs.

Game

Learners can either do the exercise on their own or you can divide the class into two competing teams. All members of each team would have to consult (in English) with each other which answer is correct before giving it you.

Exercise 7

With more advanced students you can modify this exercise to make it more engaging.

Remove the words in brackets from the sentences and print them on separate pieces of paper. You can make sentences work in teams or pairs and first - match the removed verbs with correct sentences and then modify them so that they are grammatically correct. Those who do it the fastest win.

Exercise 8

Students do the activity on their own. Later, ask them to pronounce all of the guessed words/phrases.

Reading

Ask several students to read out the paragraphs of the text.

Follow-up

Ask your students: *Do you know any beauty treatments that were popular in the ancient times?*

Let them share with you what they know.

You can also introduce the notion of ancient “**beauty hacks**” and encourage your learners to share their beauty hacks with you.

Write on the board names of these countries: Egypt, Greece, Rome.

Board the following beauty rituals: **Fake, thick and prominent eyebrows were made with the hair of oxen; Nail colour made using animal fat and blood; Sugaring, a natural method of hair removal, performed by using a sugar solution made with sugar, lemon and water to form a paste** and ask your students which country each of them was popular in the ancient times and if they know of more ancient beauty routines popular in those or other countries.

Ask them if they know any beauty hacks of some of their favourite celebrities. Tell them to work with pairs and match the names of famous people with the beauty hacks that they use.

Distribute among them pieces of paper with names of celebrities and, separately, descriptions of the beauty hacks they use.

Answer key:

Nicole Kidman - The "Big Little Lies" actress used cranberry juice to wash her hair when she had fiery bright-red locks. For blondes, the Australian beauty recommends using champagne.

Lady Gaga - To avoid wrinkles on her face and neck, the singer uses sticky tape to give herself a face-lift. In an interview, she revealed that every so often, she uses tape to pull back sagging skin around her eyes and other places on her face.

Chloë Grace Moretz - "I wash my face with olive oil. I swear my skin is so much clearer because of it."

Catherine Zeta-Jones - "I do condition my hair with honey and beer," she said. "I smell like the bottom of a beer barrel for days afterward, but it's very good for the hair."

Suki Waterhouse - "I rinse my hair with Coca-Cola sometimes," she said. "I don't like my hair when it's washed—it's fine and limp—but Coca-Cola makes it tousled, like I've gone through the Amazon or something."

Exercise 9 - True / False

Students do the exercise on their own and check the answers in pairs.

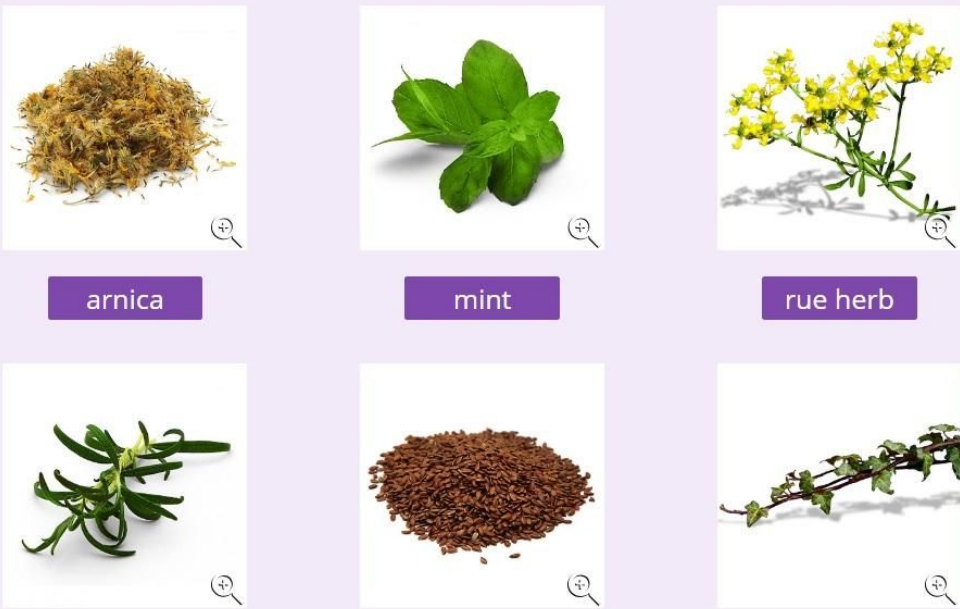
Exercise 10 - Labelling pictures

Students do the exercise on their own.

Answer key:

10 Label the pictures.

arnica mint linseed ivy rosemary rue herb



arnica mint rue herb

rosemary linseed ivy

Exercise 11 - Drop-down

Students do the exercise on their own.

Exercise 12

Ask students to work in pairs. One person will read the definition to their partner and he or she will have to spell the word they think is correct for them to write down in the crossword. To make it more challenging, ask one of them to turn with their back to their partner.

Such execution of the exercise will allow not only to recycle and consolidate the vocabulary, but will also practice pronunciation and spelling.

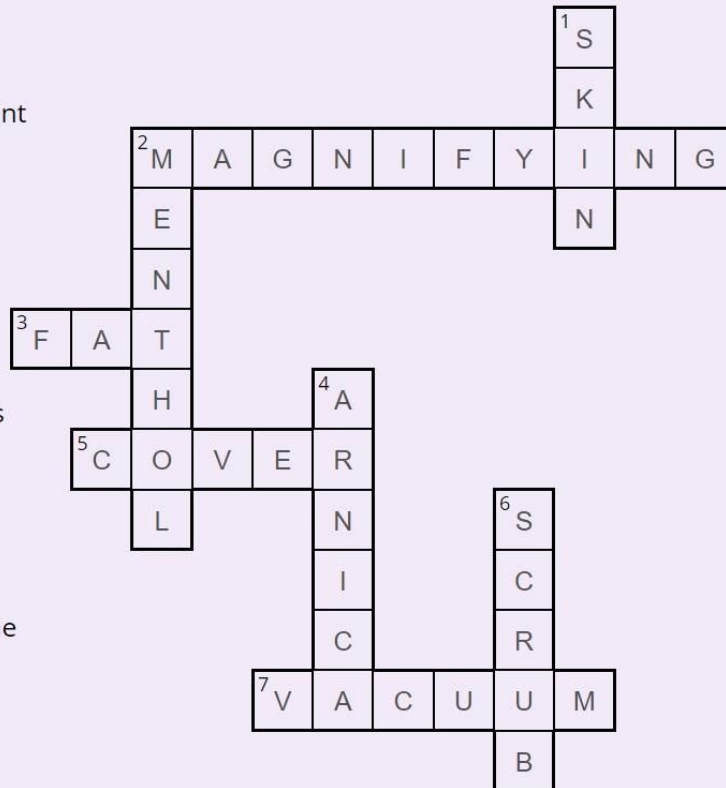
Answer key:

Down:

1. Outer body layer
2. The main ingredient of mint
4. Seals capillaries
6. Coarse-grained peeling

Across:

2. A lamp that allows you to see the skin close up
3. Accumulates in adipose tissue
5. Used to protect the massage bed
7. Type of intensive massage under pressure



62.2 Performing cosmetic treatments on the body, hands and feet

Lead-in - Making bets

Give some students copies with the following facts about nail polish and ask them to bet which are true and which are made up. Every students have 100 units to bet. The minimum rate they have to bet on each statement is 10 units. They win double the rate if the statement they bet on is true, if it's not they lose the 10 units. It's mandatory to make a bet on every statement.

FACTS ABOUT NAIL POLISH

1. Nail polish originated in China as early as 3000 BC. (T)
2. The first modern-day nail polish was made from the car paint in early 1920s. (F)
3. Essie currently sells 311 colors of nail polish, not including nail decals or specialty base and top coats. (T)
4. Acrylic nails were invented by a dentist in. (T)

5. In the ancient Egypt human blood was used for making red nail polish. (F)
6. The most expensive nail polish costs \$250,000. (T)
7. Actress Rita Hayworth popularised red nail polish. (T)
8. There are 13 types of nail polish finishes. (T)
9. Opened bottles of nail polish only last about two years. (T)
10. In summer nail polishes should be kept in fridge. (F)
11. You shouldn't throw your nail polish away. (T)
12. Storing nail polish in the bathroom is a big no-no. (T)
13. Painting your nails is prohibited on airplanes. (T)
14. You can use nail polish to fix a run in your tights, thread a needle, and more. (T)

When they finish listen to their guesses. Make them speculate why it is so, e.g. No. 6 - *That nail polish is so expensive because it contains pure gold/diamonds/particles of shooting stars.*

Once they have finished giving you their ideas, provide them with the real explanations for these facts:

1 - The ingredients included beeswax, egg whites, gelatine, and vegetable dyes. In Ancient Egypt, nail polish was even used to signify class rankings: The lower class often wore nude and light colours, while high society painted their nails red. (No wonder red manis are so iconic!)

2 - Inspired by automobile paint, a completely colourless version was introduced in 1916. Revlon became the first established nail polish brand in 1932 when they released a cream colour.

3 - You can even buy them in vending machines in airports and shopping centres around the country.

4 - It was introduced on the market in 1978.

5 - It was only available in three shades of red.

6 - The colour, Black Diamond King, is made with 267 carats worth of black diamonds.

7 - After the introduction of Technicolor, Rita's bold nails launched a polish movement. Much later, Uma Thurman would start a new trend of vamp-coloured nails, thanks to her hit role in Pulp Fiction.

8 - And they include: shimmer, micro-shimmer, micro-glitter, glitter, frost, lustre, crème, prismatic micro-glitter or shimmer, iridescent, opalescent, matte, duo-chrome, and translucent.

9 - Unopened bottles can last indefinitely. But once you twist the cap off for the first time, certain ingredients evaporate, which changes the formula and consistency of your polish.

10 - The chill will cause the polish to crystalize, which breaks down the formula. Instead, keep polish in a dry, room temperature space without direct contact to sunlight.

11 - The EPA considers nail polish a household hazardous waste so you should technically toss your unused bottles in a hazardous waste facility.

12 - The temperature in a bathroom changes quite a bit, so it's not a good environment for a nail polish.

13 - One woman was even arrested for painting her nails on a flight. She did also use profane language and refuse to stop, but overall, most airlines frown upon nail lacquer in the sky.

14 - Especially transparent nail polish works well for such purposes as it glues together fibers and stops the creation of more runs in your tights or stockings.

Exercise 1 - Listening and Lexis

Before playing the video, ask your students to read Exercise 1 and predict the correct answers. Play the video. Elicit the correct answers from the class.

TRANSCRIPT

No	Text
1.	(B): Hello, Miss Ann. (C): Good afternoon. (B): Please come in and take a seat. (C): Thank you.

2.	(B): What can I do for you today? Would you like a consultation on hand treatment? (C): That's right. I'd also like a manicure done, but without removing the fingernail cuticles and to have my nail polish colour changed.
3.	(B): All right, Miss Ann. I'll remove the old polish and look at your hands and nails under the magnifying lamp. (C) Is that enough to see all the imperfections? (B) Sure, for an experienced and well-trained beautician it is no problem. Trust me, I can guarantee your satisfaction.
4.	(B): I can see some discolouration of the nail plates. You have beautiful hands, but I think that they'll look even better after the treatment. Do you paint your nails often? (C): Yes. Very often. (A): And what colours do you use? (C): Mostly dark ones really. I like, for example black, burgundy and dark blue. (B): Do you use conditioner or a base coat? We call it a primer. (C): No, never. (C): So your nail plate has gone slightly yellow, but besides that I don't see any contraindications for the manicure. We can carry on then. Are you ready? (B) Yes, boss, go ahead!
5.	(B) And what colour would you like me to paint your nails? (C): I'm in two minds. I've got used to the dark nails, but I would like to try something new. Maybe a lighter colour for a change? (B): Please look at the nail polish chart. You can choose the colour you like the most. (C): What a huge choice! It's so hard to decide! (B): Well, there is no hurry. Take a look at the colours and at your hands, and then imagine how the polish will match the colour of your skin. You can also put the colour chart straight onto your nails for a better effect.

	(C): I like this one. Yes, definitely this one. A light pink it is!
6.	(B): A beautiful colour. It'll suit you perfectly! (C): Thank you.

Answer key:

1. The client came to the beauty salon to consult a beautician on a [**manicure** / body massage / hair removal].

Feedback: The client wishes to have a hand treatment done.

2. The client [rarely / never / **often**] paints her nails.

Feedback: The client rarely has her nails unpainted.

3. The client's nail plate is [white / **yellow** / brown].

Feedback: The colour is not as it should be but not alarmingly changed.

4. Under the nail polish, the client [uses a base coat / **never uses any extra preparations**/ applies a cuticle oil].

Feedback: The client doesn't use any primer.

5. The beautician diagnoses the condition of the client's [hands / nails / **both hands and nails**].

Feedback: The beautician takes a close look at the client's whole hands.

6. The client decided on a [yellow / **light pink** / red] nail polish.

Feedback: The client chose the colour of a tea rose.

7. Before applying a nail polish it is advisable to use a [**base coat** / nail polish remover / nail polish dryer].

Feedback: This products helps protect the nail plate from damage.

8. Before the diagnosis of the client's hand skin and fingernails, the beautician [applies moisturising cream / **removes the nail polish** / paints the client's nails].

Feedback: In order to apply a new nail polish, one has to clear away the old one first.

Exercise 2 - Listening for detail; Lexis

Before playing the video for the second time, board the following expressions:

chipping; peeling; brittle; weak; thin; cracking and ask your students: *Which of these expressions are used to describe nail polish and which are used to describe nails? What are the most common mistakes when related to nail painting that people make? What would be the contraindications for performing a manicure on a client?*

Answer key:

nails: brittle; weak, thin; cracking

nail polish: chipping; peeling, thin

Once the discussion is over, ask students to read the Exercise 2 and predict the correct answers. Play the video again and check with students their answers.

Exercise 3

Lead-in

Board the printable photos that can be found at the end of the book and ask students whether they know what these are and what they are used for.

Vocabulary to be used: nail polish remover, disposable gloves, nail buffer, dust-free cotton nail wipes, cuticle softener, nail file, wooden cuticle pusher.

In case your students cannot come up with full names of the objects you may, eventually, provide them with cut-up labels with names of the objects and ask them to put them together and match with the photos.

Students read Exercise 3. Play the video for the first time and give them a minute to mark the correct options. If necessary, play the video again and check answers with the whole class.

Answer key:

1. To shorten the nails the beautician uses a paper file. (T)
2. Nail polish remover is only used to remove the nail polish. (F)
3. Nails do not have to be painted precisely. (F)
4. Nail polish hardener prevents chipping. (T)
5. Cuticle oil dries the fingernail cuticles. (F)
6. Cuticle oil is applied at the end of manicure. (T)
7. Pumice is used for final nail buffing. (F)
8. Before manicure treatment the beautician makes a diagnosis. (T)

Exercise 4

Students work on their own, and check their answers in pairs.

Answer key:

1. A colourful varnish used to paint nails is also known as
 - A. **nail polish.**
 - B. mask.
 - C. conditioner.
2. Nail buffer is used for smoothing nail plates.
 - A. **buffing**
 - B. scrubbing
 - C. removing
3. Paper file is used for filing nails.
 - B. nourishing nails
 - C. removing nail polish
 - D. **shortening the nail plate**
4. Pushing back the cuticles is done with a wooden cuticle pusher.
 - A. a wooden spatula
 - B. **a cuticle remover**
 - C. a brush
5. Nail painting treatment is frequently a pleasant experience for the clients.
 - A. pedicure
 - B. depilation
 - C. **manicure**
6. During a manicure the beautician must use hand protection.
 - B. hand disinfectant
 - C. hand lotion
 - D. **protective gloves**
7. Nails should be regularly filed so that their length does not disturb the client.
 - A. styled
 - B. cut
 - C. **shortened**
8. Cuticle oil is used to nourish the fingernail cuticles.
 - A. dampen
 - B. **moisturise**
 - C. wash

Listening - Lead-in

Listening for general information

In order to introduce the topic of the listening in an indirect way ask the following question: *What are the latest trends in manicure? What kind of manicure would you suggest to a client going to a wedding?*

Tell students that they are going to listen to an exchange between a beautician and a client. Play the recording.

Listening for detail

Ask you students to read Exercise 5. Play the recording again. When learners are done with completing the exercise have a couple of students read it out in pairs to practice pronunciation and intonation.

Exercise 6 - Find hidden words

Students work on their own. When they are ready you can ask them to spell the words they found for their colleagues to write down. The students writing down the words cannot look at the Magic Box.

Answer key:

C	O	N	D	I	T	I	O	N	E	R	A	C
M	G	Z	Z	G	O	P	X	J	U	Q	R	U
V	M	A	N	I	C	U	R	E	P	W	O	Z
T	T	H	E	M	C	E	C	C	R	P	Z	A
J	I	C	V	B	W	P	A	I	N	T	F	T
M	C	C	D	L	E	E	G	R	V	Y	V	U
N	B	S	H	A	P	E	E	I	Z	Z	D	R
V	E	L	T	Z	E	T	E	L	G	I	B	R
D	V	R	C	U	T	I	C	L	E	S	S	S
D	D	P	P	S	Q	O	K	V	I	Z	W	O
N	A	I	L	S	M	J	C	O	L	O	U	R
L	N	S	N	R	K	D	N	C	I	H	X	Y
T	C	V	U	H	L	A	C	Q	U	E	R	S

Follow-up

IDEA no 1: Ask learners to use the words from the exercise in sentences. They may produce them orally or write them down. Ideally, they should write a short exchange between them - in the role of a beautician and a hypothetical client.

IDEA no 2: Divide the class in groups and ask learners to create as many different words (using the syllables of the words they already found in the exercise) as possible. The team who has created more words wins. All the words must be existing words.

Game

Students work on their own.

Exercise 7 - Ordering

Pairwork. Print the sentences and ask your students to order them in pairs.

Check the exercise with the whole class.

The printable version of this exercise can be found at the end of the book.

Answer key:

1. Preparation of the workplace.
2. Disinfection of both the beautician's and the client's hands and putting on gloves.
3. Removing the previous varnish and deciding on a new colour and shape of the client's nails.
4. Filing nails and clipping or pushing back the cuticles.
5. Degreasing of the nail plate.
6. Applying the base coat.
7. Applying the nail polish of the color chosen by the client.
8. Applying a hardener.
9. Using the cuticle oil.

Exercise 8 - Hangman

Divide your class in two teams to make the exercise more challenging. Member of two teams compete in guessing the words. The team who guesses more words - wins. The team that loses has to make sentences with every word they did not guess.

Answer key:

1. The tool used for clipping cuticles is called... **nippers**

Feedback: Most frequently made of stainless steel.

2. The tool used for shortening the nail plate is called a **file**

Feedback: It can be made of glass or paper.

3. Clipping nails can also be called **shortening**

Feedback: Reducing the length, clipping.

4. The manicure that doesn't involve clipping cuticles is called **natural**

Feedback: During this treatment the cuticles are only gently pushed back.

5. One of the shapes nails can have is a **square**

Feedback: The opposite of oval, curved shape.

6. A preparation used for softening cuticles. **softener**

Feedback: It allows quicker and easier removing of the cuticles.

7. This tool is used to make nails shiny and smooth. **buffer**

Feedback: It is not as rough as nail files.

8. A liquid that softens and moisturises the cuticles. **oil**

Feedback: It is used as a final touch of a manicure.

Reading

Lead-in

Ask your students the following questions: *What colours of nail polish are most popular depending on the season of the year? Does the shade of one's complexion matters when advising them a nail polish shade? How many different colours of nail polish can you enumerate?*

Next, students read the text. You can sum up altogether how many of their ideas were reflected in the text.

Follow-up

Practice with learners the pronunciation of the vocabulary written in bold in the reading: subtle, timeless, pastel, fuschia, tangerine, complexion.

Ask your students to enumerate as many things around them that are of these shades/colours or you can play **I spy with my little eye** with them, which would consist in students saying the phrase and a colour that can be found where you are and other students trying to guess what that is, e.g. *I spy with my little eye something...turquoise*. To raise the level, they can also have a go at spelling and writing down the mentioned colour, as quite often the spelling of shades in English might be tricky.

Exercise 9

Students work in pairs. You check the correct answers with the whole class.

Answer key:

1. The text is about the most fashionable nail varnish colours in the winter season. (F)
2. Coral red is slightly faded. (T)
3. Coral red is the coolest shade of red. (F)
4. Pastel pink shades suit a greyish skin colour. (F)
5. Fuchsia looks great on the light skin. (T)
6. Tangerine is a shade of green. (F)
7. A warm skin type looks better in cooler shades of orange. (T)
8. Orange colour matches any skin colour type. (T)

Exercise 10 - Labelling photos

Lead-in

Generate a discussion by asking the group: *Do you think a colour of a nail polish can say something about the personality of the person wearing it? What are your favourite colours and brands of nail polish?*

Students do the activity on their own and check their answers in pairs.

Answer key:

- Photo 1 – coral red
- Photo 2 – turquoise
- Photo 3 - graphite
- Photo 4 – plum
- Photo 5 – fuchsia
- Photo 6 – burgundy

Exercise 11 - Matching

Lead-in

Give your students some sentences on a piece of paper with the phrasal verbs from the exercise, e.g.:

***Hold on!** I have to tell you something!*

*She **carried out** the surgery in extremely difficult field conditions.*

*I will have to **look into** the matter when I come back from Tokyo.*

*He **found out** his twin brother was alive seven years after the accident.*

***Clean up** Patty once she has finished her breakfast, she tends to spill juice on her bib.*

*The table we were putting together for 5 hours simply **came apart** after I put a plate on it.*

*She **heard from** James the other week for the first time since they graduated from the university.*

*Please, **fill in** this document legibly and hand it back to me once you're finished.*

Ask your students to come up with synonyms for the phrasal verbs in bold.

Next, students do the Exercise 11 on their own and you check the answers with them.

Answer key:

1. carry out - conduct
2. clean up - tidy
3. come apart - fall to pieces
4. fill in - complete
5. find out - learn
6. hear from - contact
7. hold on - wait
8. look into - search

Exercise 12 - Crossword

Learners complete the crossword in pairs. One of the students read the definition to their partner and the other person has to spell the word for them to write down. They swap roles after doing one section of the crossword.

Answer key:

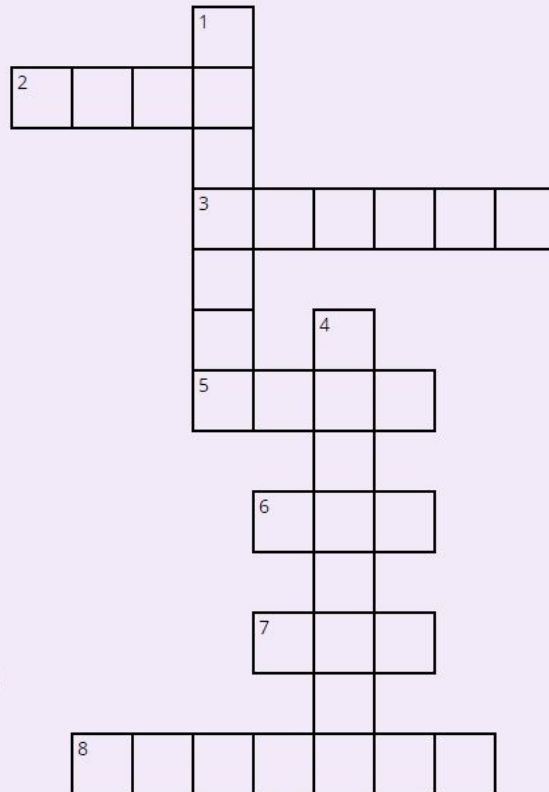
12 Complete the crossword.

Down:

1. A natural structural material nails are made of
4. They nourish the nails

Across:

2. Used for shaping nails
3. A shape of a nail
5. A horn-like structure covering fingertips
6. A piece of cotton for removing nail polish
7. Softens and moisturises cuticles
8. An intense shade of pink

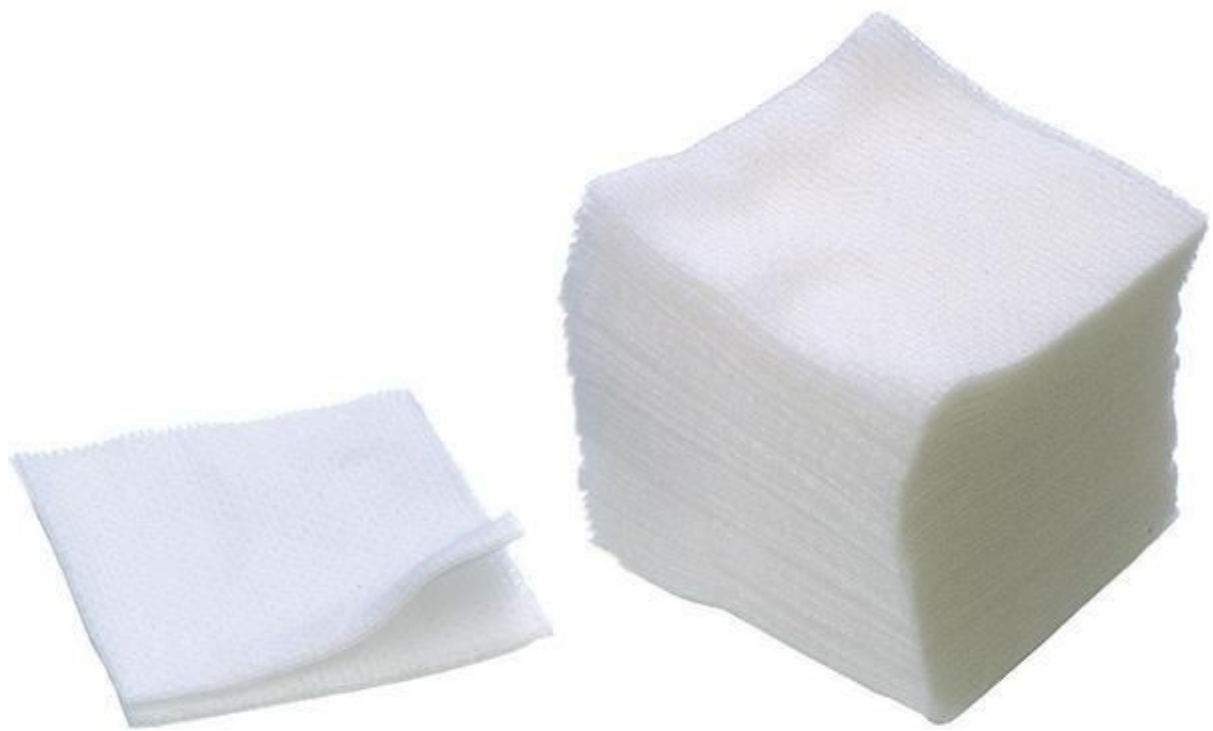


Printable materials















62.2 - Printable version of Exercise 7

Applying the base coat.
Using the cuticle oil.
Disinfection of both the beautician's and the client's hands and putting on gloves.
Applying the nail polish of the color chosen by the client.
Filing nails and clipping or pushing back the cuticles.
Preparation of the workplace.
Degreasing of the nail plate.
Removing the previous varnish and deciding on a new colour and shape of the client's nails.
Applying a hardener.

END-OF-COURSE TEST

TASK 1

Write down answers to the following questions.

1. What are the benefits of a cavitation peeling?

2. What device is used for diagnosing the condition of a client's skin?

3. What device is used for performing a cavitation peeling treatment?

4. What are the three groups that exfoliants are divided into?

5. What is the name of the most common mechanical peeling?

6. What two types of chemical exfoliators can we distinguish?

7. What substance is used to wash irritated eyes?

8. Does colouring time for lashes and brows differ? How so?

_____/8 points

TASK 2

Match the adjectives with their synonyms.

1. organic	a. in demand
2. sensitive	b. blackheads
3. impurity	c. natural

4. popular	d. peel
5. exfoliate	e. procedure
6. black spots	f. delicate
7. treatment	g. purifier
8. cleanser	h. imperfection

____/8 points

TASK 3

Put the stages of performing a cavitation peeling in the correct order.

The cosmetologist presses the spatula onto the surface of the client's skin

The cosmetologist put on disposable rubber gloves

The cosmetologist washes and sanitises her hands

Examining the condition of client's skin with a magnifying lamp

Removing client's makeup

Turning the ultrasonic device on

Applying an alcohol-free skin face cleanser to client's skin

- 1
- 2
- 3
- 4
- 5
- 6
- 7

____/7 points

TASK 4

Cross out the contraindications for henna tinting.

thin eyelashes, contact lenses, allergy, dry skin, sensitive eyes, damaged skin around the eyebrows, hooded eyes

____/4 points

TASK 5

Read the text and complete it with the sentences and phrases from the list below.

- A. Plucking out individual hairs takes much longer**
- B. a twisted length of cotton that traps and uproots**
- C. to define the shape of your eyebrows**
- D. Is it painful?**
- E. Having your eyebrows**
- F. your brows are on point**

Popular beauty treatments

Eyebrow waxing

Waxing is a quick, gentle and long lasting way (1)____. A treatment offered by most beauty salons on a pre-booked appointment or by brow bars on a 'walk-in' basis. (2)____ and you run the risk of getting carried away with the tweezers, and ending up with bald patchy or in a continual process of trying to remove stray hairs, especially any fluffy ones. Threading, whilst precise and increasingly popular, tends to hurt more than waxing and takes a little longer. This eastern approach is more likely to be available in brow bars or specialist stands, rather than in traditional beauty parlours. (3)____ waxed takes only a handful of minutes and can cost as little as £8. Regrowth

takes several weeks and hair becomes lighter, thinner and weaker with multiple treatments.

Eyebrow Threading

If eyes are the windows to the soul, you better make sure (4)____. Step up threading, the perfect technique to transform any shape of brows into full, expertly groomed arches. It's what we like to call a precision hair removal technique and it involves the use of (5)____ even the finest hair around your brow area. This age old technique effortlessly removes unwanted fuzz, leaving you with perfectly symmetrical sweepings brows. (6)____ A bit, also expect your eyes to water a little...

____/6 points

TASK 6

Read the sentences and circle the correct word to complete each of them.

1. Tinting makes your brows [thicker / weaker / thinner].
2. Eyebrow [plucking / threading /waxing] can also be done at home with a pair of tweezers.
3. A scrub or peel is used to remove [wrinkles / dead skin cells / acne].
4. Among the ingredients used in slimming treatments there are [antibiotics / antioxidants / painkillers].
5. The type of diagnosis consisting in examining body parts by touch is called [palpitation / palpation / palation].
6. A vacuum body massage is done in a special suit to prevent [bruise / lump / clot] formation.
7. Cellulite is often referred to as ['tangerine skin' / 'orange peel skin' / 'peach fuzz'].
8. Vacuum massage is a/an [anti-aging / rejuvenating / slimming] treatment.

____/8 points

TASK 7

Read the dialogue and complete it with the missing expressions from the list. There are two extra expressions you do not need to use.

follow me, please
 it's all the same to me
 you fancy
 I was scheduled for 4:00 pm
 your name, please
 remove your cuticles
 Something all-around
 would recommend

- 1: Good morning. How can I help you?
- 2: I'm here for a manicure.
- 1: Right. What's (1)_____ ?
- 2: Susan Peck. (2)_____ .
- 1: Indeed, (3)_____ .
- 1: What kind of manicure would (4)_____ ?
- 1: (5)_____ . I work in quite a conservative environment.
- 1: I see. In that case I (6)_____ a light beige like this on here.
- 2: Yes, it is pretty and subtle.
- 1: And would you like me to (7)_____ ?
- 2: Yes, they could use that.
- 1: Do you have any preference for the brand of the nail polish?
- 2: No, (8)_____ .

____/8 points

TASK 8

Put the words from the list in the appropriate categories.

cavitation peeling, threading, peignoir, coolsculpting, waxing,
 microdermabrasion, tweezers, liposuction, plucking, vacuum massage, deep
 peel, buffer,

TYPES OF BROW GROOMING METHODS	FACE TREATMENTS	BODY SLIMMING TREATMENTS	EQUIPMENT

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____/12 points

TASK 9

Write the sentences in the correct order. The word you should start with is capitalised.

1. ground / skin / of / is / to / The / basic / exfoliate / rule / your / skincare / .

2. least / 8 / a / day / prevent / are / glasses / needed / At / to / water/ dehydration / of .

3. skin / make-up / specially / of / meet / eye/ needs / Hypoallergenic / formulated / is / to / the / all / and / types / .

4. a / skin / that / to / itchy, / causes / become / is / red, / and / condition / dry / Eczema / .

5. first / Egyptians / the / eye / to / use / were / makeup / Ancient / .

6. do / my / How/ new / you / manicure / like / ?

7. the / time / her / It / was / eyebrows / had / first / tinted / she / .

____/7 points

TASK 10

Decide who is more likely to say the following sentences: a beautician or a client?

Write B (for a beautician) or C (for a client).

- 1.____ Tilt your head backwards and close your eyes.
- 2.____ I'd like to have my cuticles pushed back.
- 3.____ Do you have any allergies?
- 4.____ I have an appointment scheduled for 11:00 am.
- 5.____ I will need a moment to decide which colour I like best.
- 6.____ Make yourself comfortable.
- 7.____ Are you experiencing any discomfort?
- 8.____ I don't see any contraindications for performing the treatment.

____/8 points

TASK 11

Read the text and match the header for each paragraph.

Headers:

Deep peel

Cavitation peeling

Microdermabrasion

It is a non-invasive procedure that often uses tiny crystals to exfoliate and remove the superficial layer of dry, dead skin cells. The procedure stimulates blood flow, which increases the nutrition delivered to skin cells. This improves cell production, which improves skin's elasticity and texture. So, if you have scarring, it may help reduce the appearance of acne scars.

The skin cleansing using ultrasonic vibrations, enhanced with micro-massage that improves microcirculation and cellular oxygenation, and increases penetration of active ingredients into the skin. This allows for precise removal of excess sebum from the pores and follicles capillaries, get rid of blackheads, blackheads and bacteria. It smoothes the skin, moisturizes and stimulates natural hydration and softens the skin.

It permanently lightens the skin; therefore it is not appropriate for individuals with dark complexions. As the strongest chemical peel available, this treatment is an effective method for treating deep, coarse lines, pigmentation abnormalities, deep acne scars, extensive sun damage, blotchiness of the skin, and precancerous skin lesions.

____/3 points

TASK 12

Complete the sentences with the correct forms of the words in brackets.

1. I'm having my manicure _____ this Friday afternoon. (DO)
2. Eye makeup should always be carefully _____ at the end of the day. (REMOVE)
3. If your eyes are _____, you should use some saline at a chemist's and drop it into your eyes. (IRRITATE)
4. Eve had her first _____ treatment last week and she's going to have a few more soon (SLIM)
5. Claire has so many things going on right now that she has already cancelled her _____ at a beauty salon twice this month. (APPOINT)
6. Microblading has been gaining _____ as a new method of semi-permanent brow tattooing. (POPULAR)
7. _____ of henna to the eyebrows and eyelashes should always take place before shaping them with tweezers. (APPLY)
8. I am really _____ with how the facial turned out. My skin is clear and feels very firm. (PLEASE)
9. A beautician should inform a client about possible side effects of a treatment before _____ it. (PERFORM)
10. Sarah told me about a new beauty salon with very _____ prices. I have to check it out! (COMPETE)

____/10 points

TASK 13

Match the following English phrases with their Polish equivalents.

1. swell	a. przeciwwskazania
2. rosacea	b. odżywiać
3. circumference	c. zanieczyszczenia
4. nourish	d. trądzik różowaty
5. contraindications	e. swędzenie
6. itchiness	f. obwód
7. impurities	g. puchnąć

____/7 points

TASK 14

Read the sentences below and complete each gap with one suitable word.

Beauty In The Ancient Times

1. Cleopatra used crushed beetles to make her lips fiery red. Even now some cosmetics companies make use (1)____ beetles to bring (2)____ the 'natural' red.
2. Queen Elizabeth I of England made a makeup called "mask of youth" popular. Guess what it was made (3)____? White lead.
3. Ancient Romans hated freckles, so much so that they were not grossed out to use ashes of snails to get rid (4)____ their freckles. They also has a soft spot for red nail polish and were first to wear it. Their recipe (5)_____ it was mixing sheep fat and blood.
4. In ancient Greece plucking (6)____ eyebrows was a big no-no. The bushier they were the better. In fact, most Greek women went (7)____ a monobrow, which was very much (8)____ fashion back then.
5. Women in ancient China looked (9)____ their hands a lot and put considerable effort (10)____ growing their nails as long as possible. In that way they showed they didn't have to do a thing with their own hands.

TASK 15

Circle the options that best complete each sentence.

1. Henna should be kept on eyelashes for about _____.
 - a. 2 minutes
 - b. 5 minutes
 - c. 10 minutes

2. Cavitation peeling is recommended especially for
 - a. dry skin.
 - b. sensitive skin.
 - c. oily skin.

3. At home, instead of a cavitation peeling, one can use
 - a. a lifting mask.
 - b. a nourishing serum.
 - c. a scrub.

4. Peignoir is something
 - a. a beautician is wearing during the procedure.
 - b. a client is wearing during the procedure.
 - c. that is applied to a client's face during a cavitation peeling.

5. Microdermabrasion is especially recommended for people
 - a. with acne, scars and stretch marks.
 - b. with dehydrated, flaky and pasty skin.
 - c. with dark complexion and oily skin.

6. Nippers are used to
 - a. remove cuticles.
 - b. shape the nail plate.
 - c. pluck out unwanted brow hairs.

7. Body wrapping treatment uses

- a. a plastic film.
 - b. a stretch film.
 - c. a cotton bandage.
8. A plant that has a soothing effect on the skin is
- a. rosemary.
 - b. rue herb
 - c. linseed.

____/8 points

KEY FOR THE END-OF-COURSE TEST

TASK 1

1. normalises sebum secretion, smooths wrinkles, removes rough epidermis and blackheads
2. a magnifying lamp
3. an ultrasonic device
4. mechanical (physical), chemical, combined
5. microdermabrasion
6. enzymatic and gommage peels
7. saline
8. It's usually 5 min for eyebrows and 10 minutes for eyelashes

TASK 2

1. c
2. f
3. h
4. a
5. d
6. b
7. e
8. g

TASK 3

The cosmetologist washes and sanitises her hands

The cosmetologist puts on disposable rubber gloves

Removing client's makeup

Examining the condition of client's skin with a magnifying lamp

Applying an alcohol-free skin face cleanser to client's skin

Turning the ultrasonic device on

Pressing the spatula onto the surface of the client's skin

TASK 4

allergy, sensitive eyes, damaged skin around the eyebrows

TASK 5

1. C
2. A
3. E
4. F
5. B
6. D

TASK 6

1. thicker
2. plucking
3. dead skin cells
4. antioxidants
5. palpation
6. bruise
7. 'orange peel skin'
8. slimming

TASK 7

1. your name, please
2. I was scheduled for 4:00 pm
3. follow me, please
4. you fancy
5. Something all-around
6. would recommend
7. remove your cuticles
8. it's all the same to me

TASK 8

TYPES OF BROW GROOMING METHODS	FACE TREATMENTS	BODY SLIMMING TREATMENTS	EQUIPMENT
threading	cavitation peeling	coolsculpting	peignoir
waxing	microdermabrasion	liposuction	tweezers
plucking	deep peel	vacuum	buffer

		massage	
--	--	---------	--

TASK 9

1. The ground rule of basic skincare is to exfoliate your skin.
2. At least 8 glasses of water a day are needed to prevent dehydration.
3. Hypoallergenic make-up is specially formulated to meet the needs of all skin and eye types.
4. Eczema is a condition that causes skin to become red, itchy, and dry.
5. Ancient Egyptians were the first to use eye makeup.
6. How do you like my new manicure?
7. It was the first time she had her eyebrows tinted.

TASK 10

1. B
2. C
3. B
4. C
5. C
6. B
7. B
8. B

TASK 11

1. Microdermabrasion
2. Cavitation peeling
3. Deep peel

TASK 12

1. done
2. removed
3. irritated
4. slimming
5. appointment

6. popularity
7. application
8. pleased
9. performing
10. competitive

TASK 13

swell	puchnąć
rosacea	trądzik różowaty
circumference	obwód
nourish	odżywiać
contraindications	przeciwwskazania
itchiness	swędzenie
impurities	zanieczyszczenia

TASK 14

1. of
2. out
3. of
4. of
5. for
6. out
7. for
8. in
9. after
10. into

TASK 15

1. c
2. c
3. c
4. b
5. a
6. a

7. b
8. c