The Haircut
(A Bad Hair Day!)

Hello, I'm Maria Santos. I have an appointment with Kelly at 2 o'clock.

Hello, Kelly will be with you soon. Please take a seat. Can I get you a coffee, tea or water?

Hello, I'm Kelly. Please come this way...

What can we do for you today?

Good-bye!
The Haircut
(A Bad Hair Day!)

Hello, I'm Maria Santos. I have an appointment with Kelly at 2 o'clock.
Hello, Kelly will be with you soon. Please take a seat. Can I get you a coffee, tea or water?

Kelly's Hair Salon
What can we do for you today?
I'd like a trim, please.

How's your day going?
Fine, thanks. I've been doing the shopping.

That looks good, thanks.

Good-bye!

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The Haircut – ideas for using the sequence story

Note for Tutors: Activities referred to in Ideas for using the sequence story are related to the suggested Vocabulary and text which you can find on page 8 of this document.

Please also note that there are two versions of this picture sequence:
- Page 1: a basic version showing the actions
- Page 2: a more complex version with speech bubbles showing the conversation between the hairdresser and the client

Warm up
Before looking at the picture, discuss where you and your learner get your hair cut –what sort of styles has she had, where does she go now.
Write down hair and brainstorm any vocabulary you associate with the topic

Focus on key vocabulary (See page 8 for suggested vocabulary)
Either provide the learner with a list of target vocabulary and ask her to match the words to what she can see in the picture (Lower level) or brainstorm words with the learner (Higher level)

Question stories (See page 9 for suggested questions)
Ask a series of questions relating to the sequence. The learner’s answers can guide them to retell or write the story of sequence. You could then compare the learner’s version with the original text. Alternatively encourage the learner to ask you some questions about the story. Learners often get more practice answering than asking questions.

Jumbled pictures – speaking
Cut the pictures up and jumble them up. Tutor and learner look at them one by one, and discuss what is happening in each picture. When you have discussed each picture put them in order and tell the story. This allows for good recycling of vocabulary.

Alternative class activity. Put the learners into small groups of up to six. Show the learners the first and last pictures and ask them to speculate what the story will be about. Give each learner one or two of the cut-up pictures. Tell them not to show it to the others. Learners take it in turns describe their pictures to the group. The group listens and decides on a good order for the pictures. Finally the learners look at all the pictures and revise their story if necessary.

Jumbled sentences – reading (See page 10 for photocopiable text)
Cut up the text into strips. Each strip relates to one of the pictures. Jumble up the strips. Look at the picture story and ask the learner(s) to match the appropriate sentence to the right picture.
Adapt the story: to extend more advanced learners
After working with the basic version of the text on page 8, brainstorm some more advanced words that could also be incorporated into the story. Use these words to enrich the story by adapting the existing text. You can also change the story to the past and use more complicated sentence structure,

Maria was having another bad hair day so she decided she needed to have her hair cut. She looked through the phone book and found a hair salon near to her house in Newtown. She called and made an appointment for the following Saturday at 2pm. When Saturday came, she made her way to Kelly’s Hair Salon in time for her 2pm appointment....

And you can draw attention to the structure: have/get something done: e.g.
Have one’s hair cut, have one’s hair dyed, have one’s legs waxed, have one’s house cleaned.

Point of view:
Rewrite the text from Kelly’s point of view.

Gapped text
Gap out some words in the text on page 8 after reading it with your learner. The learner completes the text by referring to the pictures.

Depending on your learner’s needs, you can focus on particular words: e.g.

- content words from the target vocabulary in the picture (this helps with revision)

  Maria wants to have a _________. She looks in the phone book for a ______ ______ near to her house in Newtown. She calls Kelly’s Hair Salon and ______ an appointment for Saturday at 2pm.

- “grammar” words: e.g. prepositions

  Maria wants to have a haircut. She looks ______ the phone book ______ a hair salon near _____ her house ______ Newtown. She calls Kelly’s Hair Salon and makes an appointment ______ Saturday ______ 2pm.

- articles

  Maria wants to have ______ haircut. She looks in _____ phone book for _____ hair salon near to her house in Newtown. She calls Kelly’s Hair Salon and makes ______ appointment for Saturday at 2pm.

Kim’s game (speaking or writing class game)
The learners look at the pictures for a set period of time. In pairs they discuss what they can see. The pair turns over the picture and collaboratively try and recall the pictures in the sequence and what was happening (they can do this orally or in writing). They then turn the picture back over and discuss what they left out.
Listening practice: True/false

Say some sentences about the picture, some true, some false: e.g. Kelly is a woman (False) Kelly has a beard (True)

There are three possible activities here:

- The learner simply says true for the true ones and false for the false ones.
- The learner repeats the true sentences and stays silent for the false ones (So it’s a kind of drill, but the learner has to process the meaning as well as repeat)

The learner says true for the true ones and corrects the false ones: e.g. Kelly isn’t a woman, he’s a man.

In a higher level class the learners can work in pairs. One learner can say a true/false sentence and the other responds. Then they swap roles.

Dialogues

- Look at the version of the sequences on page 1. Imagine what Maria and Kelly are saying. Write short dialogues. You can then compare this with the speech bubble version on page 2.

- Imagine Maria is telling her partner/husband about her day. Write a dialogue. (Useful for everyday language like “How was your day?”)
Extension activities

Haircut vocabulary: Brainstorm some vocabulary for talking about having your haircut and to use with the hairdresser – e.g.
*Just take a little bit more off here.*
*I’d like it longer on the top.*
*Can you thin out my fringe?*

There are some useful suggestions [here](#) – the language needs to be slightly adapted to make it suitable for NZ:
And a listening exercise [here](#).

Alternatively get a woman’s magazine. Look for haircuts which are similar to your learner’s existing or ideal style. Talk about how you would ask for this haircut.

Looking at the yellow pages – reading practice
Use this picture as a basis for some reading practice based on the Yellow pages or the classified ads in the end section of your local newspaper:

![Yellow pages example](Image)

Look up some hair salons in your local area. You can then search on the internet to find their prices, or role play a telephone conversation to ask about prices and then make a real phone call.

Making appointments: Brainstorm language with your learner for making, changing and cancelling appointments.

Here are [some examples of making an appointment](#).

You may also be able to find examples in “Listen Up” and “Listening to NZ Beginner” if these are in your ELP library:
YouTube – Mr. Bean:

Watch “Mr Bean Haircut” on YouTube.

You can
- Discuss what is happening: *Mr Bean is cutting the boy’s hair*
- Stop the video and discuss what is going to happen next: *I think is going to cut the boy’s hair*
- Explain why it is funny: *Mr Bean shaved the boy’s hair and then put a hat on it so the mother wouldn’t notice.*
- Say what Mr Bean should have or shouldn’t have done: *he shouldn’t have tried to cut the boy’s hair, he shouldn’t have shaved the boy’s head.*
- Say what Mr Bean is thinking: *Oh, where’s that barber gone, I haven’t got all day!*
- Write the story after doing the above activities.

YouTube beauty tips: If your learner is interested in beauty, you could watch a video on hairstyling tips on YouTube: here is an example. Watch the video, help her with the language and then discuss your reaction. Were the styling tips useful? What did she think of the end result?

Small talk: brainstorm some good topics for small talk with strangers such as hairdressers. (weekends, the weather, holidays, sport, everyday activities). Think of some topic openers, questions. Encourage your learner to expand on their answers if they are used to only give yes/no answers

Payment methods: Use this picture as a springboard for a discussion on payment methods.

Brainstorm different ways of paying for goods (cash, Eftpos, cheque, credit card, debit card, internet direct credit). What are the advantages and disadvantages of each? What are the methods most commonly used in NZ? What about in your learner’s country?
The Haircut – Suggested vocabulary and text

Note for Tutors: For ideas about how to use this suggested vocabulary and text, refer to Ideas for using the sequence story on page 3 of this document.

Target Vocabulary (See page 3)

hairdresser, hair salon, haircut, make an appointment, receptionist, take a seat, surprised, trim, hairdryer, hairbrush, blowdry, mirror, hairstyle

Basic Story for Lower Levels

Maria wants to have a haircut. She looks in the phone book for a hair salon near to her house in Newtown. She calls Kelly’s Hair Salon and makes an appointment for Saturday at 2pm. The haircut will cost $50.

On Saturday she goes to Kelly’s Hair Salon. She tells the receptionist that she has an appointment with Kelly at 2pm. The receptionist asks her to take a seat and offers her a drink. Maria sits down and drinks a cup of tea while she waits for Kelly. Kelly arrives. Maria is surprised because Kelly is a man!

Kelly asks Maria what she wants him to do. She tells him she would like a trim. He washes her hair then he starts to cut her hair. They chat while he cuts her hair. Next he blow-dries her hair. He uses a hairdryer and a hairbrush. He shows her her new hairstyle in the mirror. She likes it. She pays for the haircut and leaves the hair salon.
Questions for *Question Stories* (See page 3)

**Pic 1**  What is Maria doing?  
What is she looking for? Why?

**Pic 2**  Who does she call?  
Does she make an appointment?  
When is her appointment?  
How much will it cost?

**Pic 3**  What day is it?  
Where is Maria? Why?

**Pic 4**  Who is Maria speaking to?  
What does she say?  
What does the receptionist offer her?

**Pic 5**  Who is speaking?  
How does Maria feel? Why?

**Pic 6**  What is Kelly asking?  
What would Maria like?

**Pic 7**  What is Kelly doing?

**Pic 8**  What is Kelly doing?  
What does he ask her?  
What does she say?

**Pic 9**  What is Kelly doing?  
What is he using?

**Pic 10**  What is Kelly doing?  
How does Maria feel?  
Does she like her new hairstyle?

**Pic 11**  What is Maria doing?  
How much does she pay?  
Does she pay by cash?

**Pic 12**  What is Maria doing?  
What does she say?
Maria wants to have a haircut. She looks for a hair salon in the phone book.

She calls Kelly’s Hair Salon and makes an appointment for Saturday at 2pm.

On Saturday she goes to Kelly’s Hair Salon.

She tells the receptionist her name. The receptionist tells her to take a seat and offers her a drink.

Kelly arrives. Maria is surprised because Kelly is a man.

Kelly asks Maria what kind of haircut she would like. Maria tells him she would like a trim.

Kelly washes her hair.

They chat while Kelly cuts her hair.

Kelly blow-dries her hair.

Kelly shows Maria her new hairstyle in the mirror. Maria likes it.

She pays for her haircut.

She says goodbye and leaves the hair salon.