

Image bank: Tattoo - possibilities (A2-B1)

Topics

Values, tattoos

Aims

- To practice making predictions about a text based on visual and verbal cues
- To listen for gist
- To listen for specific information
- To do a role-play or write an interview

Age group

14+

Level

A2-B1

Time

Approximately 40-60 minutes

Materials

- [Audio file](#)
- [Image](#) (Tattoo – Possibilities)

Introduction

This activity is designed to encourage students to develop their higher-level critical-thinking skills to speak about images. The activity is part of a package of materials, which includes audio to help students develop their listening skills. Students will focus on making predictions to help them develop their listening skills.

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Procedure

1.	Show students the photograph and ask what they think the listening will be about. Ask what information they think the photographer will give. Draw students' attention to the brownie if you wish. Discuss as a class.
2.	As a whole class brainstorm words students expect to hear and write them on the board.
3.	<p>Give students the sentences from the audioscript on the student worksheet and ask them to guess the correct words from the two choices.</p> <p><u>Answers</u></p> <ol style="list-style-type: none"> 1. I took this picture in March / May. 2. There were several of us there... maybe twelve or fifteen / fifty. 3. We all had pizza / pasta for lunch. 4. He's worked as a DJ and a trainer / waiter. 5. Now he works for a housing / homelessness charity. 6. It says a lot about Adam and Lou. A lot about what kind of people / what kind people they are. 7. He believes there are often / always possibilities. 8. We see a person who wants to / will never change, but Adam can see something else. 9. He believes this so strongly, he has it written / painted on his skin. <p>Before playing the recording, ask students to read the sentences and tell you what they think the photographer is going to talk about. Tell students to compare the sentences to their ideas in step 1.</p>
4.	Play the recording for students to listen and check for the correct words in the sentences in step 3. Compare as a class.
5.	Play the recording again to check students' ideas about the information the photographer gives.
6.	OPTIONAL: Ask students to write 5 comprehension questions about the recording for a partner to answer. Students exchange questions and try to answer. Play the recording again for them to listen and check.
7.	Put students in pairs to write or role-play interviews with Stephanie (the photographer) and

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with Adam or his wife, Lou.

Contributors

Activity by: Fiona Mauchline
Photograph by: Stephanie Stanger

Transcript**Stephanie**

Well, I took this picture in May – in May? - yeah, this year at my friend's house in Bradford, in the North of England. There were several of us there, I don't know, maybe twelve or fifteen people, mostly old university friends of my husband's with their husbands, wives, partners... their children and other people, I dunno, friends, people. Y'know.

So we all had pasta for lunch, and then we had these great home-made brownies for dessert. Um, and you can actually see some of the brownies in the photo, look, on the plate behind Adam's arm.

Adam is an interesting guy; he's worked as a DJ, ah, and a trainer or monitor on a youth programme, um, a programme for young people – that's where I met him, in fact - and now he works for a ah, homelessness charity, um, a charity which finds emergency um you know, a bed and food for for a few days, for, um, for people who would ...who would be on the streets, if nobody helped. And normally, with this charity, they stay in people's houses.

So if you, if you go to visit them, Adam and his wife Lou, they might have a stranger, someone they've never met before, actually staying in their house, sleeping there, like, as if it was a free hotel or something.

With a programme or a system like that, in general it's easier to think of the disadvantages rather than the advantages, maybe, the bad more than the good, but, well, I think it says a lot about Adam and Lou. A lot about what kind of people they are.

Interviewer

Yeah, yeah. I can see that, yeah. And what about the tattoo?

Stephanie

Ah yeah, the tattoo, yeah, sorry. Well, he has it because it expresses something Adam really believes in, I mean really really believes in, both personally and spiritually as a religious person. He believes that there are always possibilities. Sometimes we look at another person, a homeless

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person or a person who has been in prison or ...you know.... and the only thing we can see is a situation with no way out, no solution. We see a person who will never change. But Adam, well, Adam can see something else, something different. He'll see hope and possibilities; always.

And he believes this so strongly he has it written on his skin.