

## Image bank: Tattoo - possibilities (higher level)

### Topics

Beliefs, values, tattoos

### Aims

- To hypothesise about information in relation to a photograph (speaking)
- To listen to a recording to check a hypothesis
- To reconstruct a listening text by means of a dictogloss (a type of dictation used to train learners to reconstruct meaning rather than trying to hear every word)
- To speak about values, and attitudes to life

### Age group

14+

### Level

B2+

### Time

Approximately 40-60 minutes

### Materials

1. [Audio file](#)
2. [Image](#) (Tattoo – Possibilities)

### Introduction

This activity is designed to encourage students to develop their higher-level critical-thinking skills to speak about images.

The focus in this lesson is on training learners in learning skills related to listening.

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### Procedure

1.	<p>Show the students the image and give them the following statements from the recording:</p> <ol style="list-style-type: none"> <li>1. <i>Bradford, in the North of England.</i></li> <li>2. <i>We had the brownies for dessert.</i></li> <li>3. <i>A DJ, a monitor on a youth programme and now he works for a charity for homeless people.</i></li> <li>4. <i>A complete stranger staying in their house for free.</i></li> <li>5. <i>Something about what he believes in, personally and spiritually.</i></li> <li>6. <i>Because he believes it so strongly.</i></li> </ol> <p>Explain to students that they are going to listen to Stephanie, the person who took the photograph, speaking about the image. Before they listen, ask students to discuss and guess the relevance of each piece of information to the photo. Alternatively, ask students to write the questions that the information would answer.</p> <p>Play the recording for students to check their answers. Conduct whole class feedback to compare and discuss ideas.</p>
2.	<p>Ask students to look at the photograph of the tattoo again and give them the following section from the recording:</p> <p><i>"It's really expressing some of Adam's deeply held beliefs, what he really really believes in, both personally and spiritually as a Christian, or.. as a religious person".</i></p> <p>Ask students how much they can remember about what the photographer says about this statement, and why the man chose that particular message. Brainstorm as a class, writing their ideas on the board.</p>
3.	<p>Dictogloss (for a description of what a dictogloss is go to the following link: <a href="http://www.teachingenglish.org.uk/knowledge-database/dictogloss">http://www.teachingenglish.org.uk/knowledge-database/dictogloss</a>)</p> <p>Explain to students that they are going to listen to a small part of the audio. Tell them to try and write some of the key words or phrases the speaker uses as they listen.</p> <p>Play the recording from the point where Stephanie says <i>"He believes that there are always possibilities"</i> (02:27) until the end. Repeat this process two or three times.</p>
4.	<p>Working in pairs or threes, students begin to reconstruct the text, using the notes on the board to help. Allow them time to reconstruct as much as possible. After a given time-limit, Compare and discuss the reconstructed texts as a class. Ask students to discuss how they</p>

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	tried to remember the key information to help them reconstruct the text.
5.	Students think for a few minutes about their attitude to life, then design their own tattoo / fridge magnet / bumper sticker. Put them in small groups to show each other their designs and tell each other why they have chosen them.

#### Contributors

Activity by: Fiona Mauchline  
Photograph by: Stephanie Stanger

#### Transcript

##### Stephanie

Well, I took this picture in May this year at my friend's house in Bradford, West Yorkshire in the North of England. There were several of us there, ah, mostly old university friends of my husband's with their various other halves, you know, husbands, wives, partners... kids and other, I dunno, friends, people. Y'know.

We'd all had a pasta lunch then these great home-made brownies for dessert. You can actually see some of the brownies on the plate behind Adam's arm in the photo.

Adam is an interesting guy; professionally, he's been 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 provides emergency accommodation for short periods of time, for, um, for people who would, um, who would otherwise be on the streets, and the usual thing is they stay in people's houses.

So on any, on any given day, you know, if you, if you call round to visit them, Adam and his wife Lou might have a perfect stranger, you know, someone they've never met before, actually staying in their house, you know, sleeping there, like, as if it was a free bed and breakfast.

With a scheme or a system like that, I guess it's easier to think of the disadvantages rather than the advantages, maybe, but, 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?

##### Steph

Ah yeah, the tattoo, yeah, sorry. It's really expressing some of Adam's deeply held beliefs, what he really really believes in, both personally and spiritually as a Christian, or.. as a religious person.

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He believes that there are always possibilities. You know, sometimes we look at another person, like a homeless person or someone, and we – or some people only see a hopeless situation, a situation with no way out, we see a person who will never change or whatever. But Adam, well, Adam is going to see something else, he'll see hope and possibilities; it's the way he lives his life. And he believes it so strongly he had it written on his skin.