

## **Lorries and squirrels**

### **Language focus**

Writing

### **Proposed M.I focus**

Logical-mathematical and spatial

### **Level**

Post-beginner to intermediate

### **Time**

20 to 40 minutes

### **Preparation**

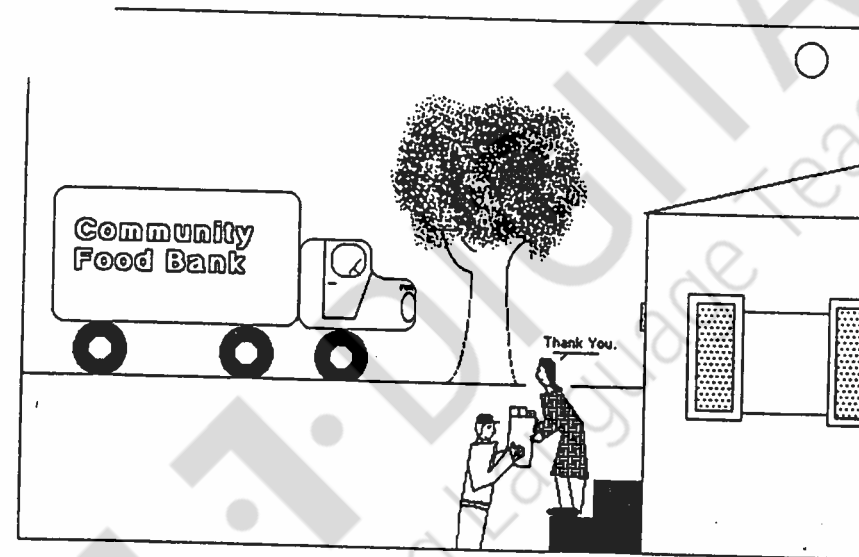
Copy the two pictures below so you can give them out separately to each student.

### ***In class***

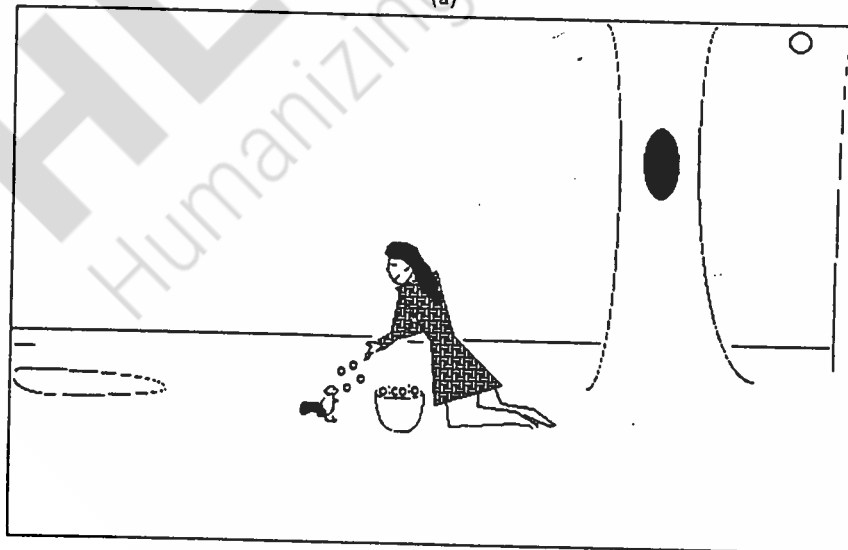
- 1 Give out the lorry picture to the people sitting one side of the room and the squirrel picture to the people sitting the other side of the room. Ask the students to write five sentences about the picture they got.
- 2 Now give out the lorry picture to the squirrel people and the squirrel picture to the lorry people. Ask the student to write five sentences about the second picture.
- 3 Tell the students to group in sixes, with three from each half of the class. In their groups of six they read each other's texts.
- 4 Bring the whole class together and check out how students interpreted the pictures.

### ***Acknowledgement***

The idea for this exercise comes from *K. Holyoak and P. Thagard. 1995 Mental Leaps, Analogy in Creative Thought, Cambridge Mass, MIT Press.*



(a)



(b)

**Figure 5.6**

A pair of scenes in which attribute and system mappings conflict for an object. The woman in the picture is receiving food from a man, while the woman in the bottom picture is giving food away to a squirrel. Attribute mapping encourages matching the woman in the top scene to the woman in the bottom scene, but system mapping encourages matching the woman in the top scene to the squirrel in the bottom scene. From Markman and Gentner (1993). Reprinted by permission.