

What do all vertebrates have?	They change their body temperature with the environment.
What are mammals, fish, reptiles, birds and amphibians all known as?	They are animals which all have a backbone.
What are animals that have got skins or fur and are warm-blooded called?	They are vertebrates.
What do female mammals produce to feed their babies?	They are called mammals.
How do mammals breathe?	They produce milk.
Which animals live in water and breathe through gills?	They breathe through lungs.
What does viviparous mean?	Fish.
What does oviparous mean?	It means that young animals develop in the mother's body.
What kind of body covering do fish have?	It means that young animals develop outside the mother's body in eggs.

What are animals which live in water and on land called?	Fish have got scales.
What kind of body cover do amphibians have?	They are called amphibians.
What kind of body covering do reptiles have?	Amphibians have skin.
How do reptiles breathe?	Reptiles have got scaly skin.
Where do birds live?	Reptiles breathe through lungs.
What is an example of an oviparous animal?	They live almost everywhere on Earth.
What is an example of an animal which lays eggs to reproduce?	An eagle.
A crocodile lays eggs so is it a bird?	A crocodile.
What are invertebrates?	A crocodile isn't a bird. It's a reptile.
What is a goldfish an example of?	They are animals with no backbone.
What is special about cold-blooded animals?	A cold-blooded animal.

**Vertebrates and Invertebrates**

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**How to carry out a question loop activity****Procedure**

You can do this fun interactive integrated speaking, reading and listening activity at any moment. It suits the beginning of a new topic like 'Vertebrates and Invertebrates' to introduce new material, or the end of a topic to revise material already learnt.

Cut up the strips of parts of sentences and hand out one strip to each student in the class. This means that each student will have one part of a sentence, or one piece of information, or one sentence starter, which will not match with the ending. NB – print as many strips as you have students. If there are more students than strips, just print extra copies of repeated strips, or add some extra ones of your own.

- Ask one of the students to read the first half of their strip out loud. Stress the need to read out the text loudly and clearly so that everyone can hear. If others are talking, ask the student to read again until you have everyone's attention.
- Somewhere around the class, someone will have the answer/end of the sentence.
- The first time you try this, students may be a little unsure about what is expected.
- There may also be students who know the answer but don't have it written down on their strip. If the person who has the answer doesn't realise they have it, encourage others to say the answer and then ask who has ...
- Then ask the student to read out the 'answer' again.
- Then they read their 'question', and the process continues until all the strips have been read out and you come back to the beginning again.

You may like to repeat the task and this time tell students 'If you can do it in under a minute, you won't have any homework tonight!'