

Eagles have feathers,	the bird family.
Goldfish are omnivores,	are carnivores and lay eggs.
Frogs lay eggs,	lay eggs and have got scales.
Snakes lay eggs,	are amphibians and are omnivores.
Two examples of omnivores are	have scales and are reptiles.
An example of a herbivore is	goldfish and frogs.
Tigers have	a sheep.
Sheep have	babies, fur and are carnivores.
Two animals which lay eggs	babies, have hair and are mammals.
Tigers, eagles and snakes are all	are snakes and goldfish.
Elephants eat grass and plants	examples of carnivores.
Animals that eat plants and meat are called	so they are herbivores.
Two animals which don't have babies are	omnivores.
Parrots don't have fur,	eagles and parrots.
An example of a carnivore which lays eggs and swims	they have feathers.
Snakes don't have feathers,	is a crocodile.
Gorillas don't lay eggs,	they have scaly skin.
Crocodiles belong to	they have babies.
Tigers belong to	the reptile family.
Pigeons belong to	the mammal family.

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 'Animals' 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!'