

<i>I have ☺</i> <i>Who has</i> ?	<i>I have</i> [use bold font for word]. <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> . <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?

<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?
<i>I have</i> <i>Who has</i> ?	<i>I have</i> <i>Who has</i> ?	<i>I have</i> The end 

I have... Who has...? Vocabulary Strategy - One teacher's approach

The purpose

To review the learners' familiarity with key words and their definitions.

By making this a game, learners have the chance to have fun and to work together to race against time.

By saying the words several times over the course of the game, learners have the opportunity to gain more confidence in how a word is pronounced and what its definition is.

By reading from their card, the sound of the word is reinforced by the accurate spelling of the word in front of them.

What the teacher and learners do

- The teacher (or it could be a learner) selects the key words and their definitions, for a topic which has already had some prior explanation of such words and their meanings and use in class.
- The teacher /leader, develops the cards by using a template such as the one above, checking that :
 - There are 30 cards (Or enough for each member of the class).
 - The first card starts with a smiley face and the last card says "The end" and has a smiley face
 - "*I have*" and "*Who has*" are written in italics.
 - Except for the first and the last card, each card will have "*I have*" then **a key word in bold**, (which is the answer to a previous "*Who has*" definition from another card), AND a definition which will require matching to another card's "*I have*" **key word**!
 - The teacher/leader runs off two copies of the template/grid. One will remain intact and be used as a check sheet for the game's "judge", and the other is cut into separate cards and then put into an envelope for safe keeping. These instructions could be taped to the outside!
- Learners are given a card each and instructed to keep the card turned over to the blank side until told to turn it over. (Or cards can be given to students as they enter the room). If there are too many cards you could have more "alert" students taking several cards each. If there are too few cards, find roles that those without cards. (Timekeeper and judge spring to mind.) The teacher / judge will need to have the original grid and will stop a learner who calls the incorrect "I have" and even perhaps give the class a clue for the word which should follow).
- The teacher gives two minutes for learners to look at their own card and that of a neighbour and quietly practice reading their card to each other and predict what words and definitions will be needed to match their cards. (The teacher can walk around and "help out" any strugglers by giving clues or directing learners to their notes / glossaries etc.)
- The teacher asks who has the opening smiley face and the ending smiley face and tells the class that these people start and end the game
- The teacher explains that she/he/ the judge, will be timing the class to see how fast they can go through and match all the cards. They will need to listen carefully and speak/read clearly.
- Learners listen to the "Who has" definition and the learner with the correct answer ("*I have*"... (key word") reads out it out clearly and loudly and quickly reads the "Who has" definition that follows at the bottom of the card. And so it goes until the end card is read out.
- When the first round is over, the teacher writes the time on the board and then gives students a chance to improve their time. This time students can interrupt a definition before it has ended with the key word that follows.
- When this round has ended and students are commended for being so fast and accurate, they are told that the real "cruncher" now is to come. They have to exchange their cards with another person in the room (not their neighbour) and the whole game is played, and timed, one more time. You can be almost certain that they will want to have another chance to improve that final time, another day.
- The next time you play, you are playing to beat that third time! So you only do one round.
- Collect all the cards at the end of the game.

(In the session I watched, the science teacher timed the first round and it was about 5 min 20. Then she timed it again and it was 1 min 40. Then students swapped cards around the room and they were timed for a final time. They got 2 min 30.

(Yes there were laughs when one girl said “*I have **Protection.***” As part of that topic’s cards).

1 What specific vocabulary strategy has been most helpful for you?

2 Why do you think it has been so helpful?

They are fun and interesting.✓It's a COOL game/ Because its funner/ I'm a child that want to have fun

I have to think about what definition goes with what word.

Everyone is involved so no-one can slack off. Making it a competition makes it fun and everyone pays attention

Because you have to read out the science words, making it stick in your mind.

You have to think carefully about your answers, definition

Then I can look back in my book and see what it means.

Because everyone gets a say and listens to everyone else

Learners paying attention to the look and the sound of the key words.

If students can articulate how such a game might be effective in helping them retain the words and definitions in their heads and how they might use similar means themselves when they need to learn words and their definitions.

Opportunities for learners to suggest other word lists that they could develop to play the same, or modified games.

