

Ńsəłxčĩń

Teacher's Manual

Direct Acquisition

Lesson Activities

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i? sčk^wułs Sɕamtíca? na?† ʔAńń

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Direct Acquisition Lesson Activities

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A. Recognition Level

1. Say/Listen

Summary: teacher says the word, usually with a visual, while students listen.

γῡαγῡάτ swit ῡαčńtp i? skłq̄ŷńčut uł p kəkńiya?	everyone look at the picture and listen
lut aksq̄włq̄włt	don't speak (singular)
lut ksq̄włq̄włtrmp	don't speak (plural)

2. TPR action/sound

Summary: teacher says the word while making an action or a sound or with a combination of action and sound. Students listen. A visual can be used as well.

γῡαγῡάτ swit p ῡaῡáxa? uł p kəkńiya?	everyone watch and listen
lut aksq̄włq̄włt	don't speak (singular)
lut ksq̄włq̄włtrmp	don't speak (plural)

3. TPR action/sound

Summary: teacher uses the words with actions to tell a brief story while students listen.

γῡαγῡάτ swit p ῡaῡáxa? uł p kəkńiya?	everyone watch and listen
lut aksq̄włq̄włt	don't speak (singular)
lut ksq̄włq̄włtrmp	don't speak (plural)

4. Memory (Concentration)

Summary: Students use previous vocabulary to ask for matches in a memory game. As words are revealed, teacher says words and shows visuals.

hahúŷ anwí?	it is your turn
ha?kiń ańxmíńk ?	which one do you want?
łi? papút	it is the same

lut t̄ papút	it is not the same
k ^w ʎx ^w up	you win

5. Tone of Voice

Summary: teacher says word with special inflection of the voice. Inflection may be random, or may reinforce the meaning of the word. The word “patient” is long and drawn out while the word impatient is quick and clipped.

γɣayɣát swit p kəkńíya?	everyone listen
lut aksq ^w l̄q ^w ílt	don't speak (singular)
lut ksq ^w l̄q ^w íltmp	don't speak (plural)

6. Half Pictures Listening

Summary: mount halves of several pictures at front of room. A volunteer comes forward and puts the halves together. As each pairing is made, teacher says the word.

ʎaʎʎáht haʎkín̄ i? put	find the parts that go together
ʎasíí aksklɣám̄	put the two parts together (singular)
ʎasíí i? ksklɣaʎhtíp	put the two parts together (plural)

7. Picture Hold Up

Summary: students have small versions of the teachers' pictures. When teacher says a word and shows it, students hold up the same picture. Variation- make a comprehension exercise by saying the word, then having the students hold up the small version, then showing the teacher picture.

kəkńíyaʎmhtx ^w i? sʎuṁs	listen to the word (sing.)
kəkńíyaʎmhtp i? sʎuṁs	listen to the word (plural)
ʎac̄htp i? sk̄t̄q̄ȳñčut	look at the picture (plural)
ńwisl̄xsk ^w i? sk̄t̄q̄ȳñčut i? papút	hold up the picture that is the same (sing.)
nwisl̄xstp i? sk̄t̄q̄ȳñčut i? papút	hold up the picture that is the same (plural)

8. Picture Elimination

Summary: students are given five small pictures of words being taught. Students place pictures face down. Students chose one word to flip over. Teacher then shows a picture. If a picture matches the one that student flipped, then that picture is eliminated. Student wins if they are the first to eliminate all 5 of their pictures.

plkmstíp i? sktqynčutmp	put your pictures face down (plural)
plkmstíp naqs sktqynčut	turn over one picture (plural)
tə papút asktqynčút, kwint itlí? asktqynčút	if your picture is the same, take your picture (plural)

B. Comprehension Level

9. Nod and Clap

Summary: teacher shows a picture and says a word. If word matches the picture the students nod. If it does not match, students clap ONE TIME. Teacher works with one picture until students nod correctly.

kñ ks?uma?x	I will say a word
tə papút i? sktqynčut kw qwtqsam	if the picture is the same nod (sing.)
tə papút i? sktqynčut p qwtqsam	if the picture is the same nod (plural)
lut tə papút i? sktqynčut ntəqwnkikstx t naqs	if the picture is not the same clap one time (sing.)
lut tə papút i? sktqynčut p ntəqwnkikstx t naqs	if the picture is not the same clap one time (plural)
waý ixí? kw put	you are correct (sing.)
waý ixí? p put	you are correct (plural)

10. Yes/No

Summary: teacher shows a visual and says a word. If the word matches the visual, students respond yes. If the word and visual do not match, students say no. Teacher works with one visual until the answer is yes.

kń ksʔúmaʔx	I will say a word
tə papút iʔ skʔqýńčut čuńt "ki"	if the picture is the same say yes (sing.)
tə papút iʔ skʔqýńčut p čut "ki"	if the picture is the same say yes (plural)
lut tə papút iʔ skʔqýńčut čuńt "lut"	if the picture is not the same say no(sing.)
lut tə papút iʔ skʔqýńčut p čut "lut"	if the picture is not the same say no (plural)
waý ixíʔ kʷ put	you are correct (sing.)
waý ixíʔ p put	you are correct (plural)

11. 1, 2, 3 Sequence Pick

Summary: mount pictures in wall. Point to one picture. Say three words. Students hold up one, two, or three fingers to show which word said was that one that matched the picture.

Variation- have students say one, two or three to show match.

ʔáčńt iʔ skʔqýńčut	look at the picture (sing.)
ʔáčńtp iʔ skʔqýńčut	look at the picture (plural)
kǎkńiyaʔmńt iʔ sʔaʔúm	listen to the words (sing.)
kǎkńiyaʔmńtp iʔ sʔaʔúm	listen to the words (plural)
haʔkín t sʔuń iʔ put	which word is correct?
ʔáčxńtúlt naqs, ʔasíl kń kaʔńqíńkst	show one, two or three words (sing.)
ʔáčxńtúltp naqs, ʔasíl kń kaʔńqíńkst	show one, two or three words (plural)
čuńt naqs, ʔasíl kń kaʔńs	say one, two or three words (sing.)
p čut naqs, ʔasíl kń kaʔńs	say one, two or three words (plural)

12. Picture Sequence Match

Summary: each student has a small set of pictures that match teachers. Teacher says a sequence of words and students place their pictures in the sequence. First with 3 words, then 4, 5 and more. Teacher may speak progressively faster with less repetition.

kəkńíyaʔmńtx ^w iʔ sʔuńs	listen to the words (sing.)
kəkńíyaʔmńtp iʔ sʔuńs	listen to the words (plural)
wtańt iʔ skńqńńčutń čkiń iʔ ʔaʔúmń	put the pictures in the order that I say

13. Bowling

Summary: clip pictures so that they form a rolled column. Set up the pictures at one end of the room. Say a word. Students try to bowl over that word by rolling (not throwing) a ball at it.

Variation: set up a guard who tries to block balls from hitting the right word or but the words close together and eliminate students who hit the wrong word until only one is left standing.

ʔáčńt iʔ skńqńńčutń	look at these pictures (sing.)
kəkńíyaʔmńt iʔ sʔaʔúm	listen to the words (sing.)
k ^w ilńkt iʔ púk ^w laʔ kń sʔaʔúm isčút	roll the ball to the words that I say
čqxnmińt iʔ skńqńńčut isčút	knock over the pictures that I say
lut aksčqńmńń iʔ púk ^w laʔ	don't throw the ball! (sing.)
k ^w ilńkt iʔ púk ^w laʔ	roll the ball! (sing.)
lut kscčqńmńń iʔ púk ^w laʔńp	don't throw the ball! (plural)

14. One/Two

Summary: teacher shows two visuals numbered one and two, then says a word. Students say “one” or “two”, whichever matches the word said by the teacher. Can be varied by using two colors, two numbers, or two animals rather than “one” and “two”.

kń ksʔúmaʔx	I will say a word
ʔa čxʔit, čutx naqs	if it is first, say “one” (sing.)
ʔa cxʔit p čut naqs	if it is first, say “one” (plural)
ʔa ksʔasíńs čutx ʔasíń	if it is second, say “two” (sing.)
ʔa ksʔasíńs p čut ʔasíń	if it is second say “two” (plural)
waʔ ixíʔ k ^w put	you are correct (sing.)
waʔ ixíʔ p put	you are correct (plural)

15. Airport

Summary: lay the pictures on the floor or on a table. Give each student a paper airplane (different colors help). Say a word. Students try to land their airplane on the picture

kǎkníyaʔmǎnt iʔ sʔuǎms	listen to the word (sing.)
kǎkníyaʔmǎntp iʔ sʔuǎms	listen to the word (plural)
čqaǎnt aǎtúx ^w t Ĩ skǎqǎyǎčut isčút	land you plane in the picture that I say (sing.)
čqaǎntíp iʔ tux ^w tǎmp Ĩ skǎqǎyǎčut isčút	land you plane in the picture that I say (plurl)
k ^w iǎnt aǎtúx ^w t	pick up your plane (sing.)
kǎmaǎnt iʔ tux ^w tǎmp	pick up your planes (plural)
čqǎmiǎnt aǎtúx ^w t	throw your plane (sing.)
ʔisk ^w Imǎnt iʔ tux ^w tǎmp	throw your planes (plural)

16. Red light - Green Light

Summary: students face teacher in row. Teacher holds a stack of pictures so that the class can not see them. Teacher says a word. If students believe that the word said matches the picture on top of the stack, they raise their hand. Teacher shows picture from top of stack. If it matches, raised hand students step forward ONE step. If it does not match, raised hand students go back TWO steps. Winner is the first to reach the teacher.

tǎmǎčutx	line up
tǎmǎčúttxwi	line up (plural)
kǎkníyaʔmǎntp iʔ sʔuǎms	listen to the word (plural)
k ^w ʔa ǎstiǎs papút iʔ sʔuǎms kǎ skǎqǎyǎčut ǎwsǎxikstx	if you think the word is the same as the picture raise your hand
lut ʔa papút lut aksǎwsǎxikstrǎ	if it is not the same do not raise your hand (sing.)
k ^w ʔa čǎwsǎxikst naqs akstx ^w ǎrxǎ	if your hand is raised take one step forward
k ^w ʔa čǎwsǎxikst naqs aksǎwǎwǎpxnǎ	if your hand is raised take one step back
naqs aksǎwǎwǎpxnǎ	step back one step (sing.)
tx ^w arxǎx t naqsxn	step forward one step
waǎy k ^w čkičx	you have arrived!
k ^w ʔx ^w up	you win!

17. Wild Cars

Summary: put pictures on the floor or along the bottom of the wall. On the floor, make a tape road map with roads leading to each picture. When teacher says a word, student drive a car on the map to arrive at a picture. Students may start on two different places and race to see who gets there first, STAYING IN THE MAP.

kákníyaʔmńt iʔ sʔuńs	listen to the word (sing.)
kákníyaʔmńtp iʔ sʔuńs	listen to the word (plural)
kskmqínt ańpúyxń kĺ skłqýńčut	drive your car to the picture (sing.)
kskmqíntp iʔ púyxńmp kĺ skłqýńčut	drive your car to the picture (plural)
k ^w ilíʔ Í xwił	stay on the road (sing.)
p ilíʔ Í xwił	stay on the road (plural)

18. Search light

Summary: hang a sheet up with the pictures mounted on the front. One student is behind the sheet with a flashlight and can not see the pictures. Students in front of the sheet direct the student with the light to move the beam until it touches the word said by the teacher. Can direct them with words (up, down, the right, left, east, west, etc.) or with sounds that represent directions (up-park, down-moo, right-meow, left-chirp). Variation-teacher says a sequence of words and students must direct search light through the sequence in the correct order.

x ^w uyx káʔípx Í ntəpsıx ^w tń	go behind the curtain (sing.)
kıʔańt iʔ čík ^w sxn	turn on the flashlight (sing.)
kákníyaʔmńt iʔ sčúńmaʔs	listen to the signals/directions (sing.)
siłłxsk ^w iʔ čík ^w sxn kĺ ttałt	move the light to the correct place (sing.)

19. Thumbs Up TPR

Summary: teacher says a word, then makes an action. If the word and action match, students give thumbs up sign. If not, thumbs down. Teacher says the same word until it is thumbs up.

k ^w uʔ ýáýáxaʔńt ul kákníyaʔx	watch me and listen (sing.)
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k ^w u? ʔaʔáxa?ntp ut p kəkńíya?	watch me and listen (plural)
ńwisłxst astúmkst tə papút isčk ^w úí	put your thumb up if what I say matches what I do (sing.)
ka ńwist i? stumkst tə papút isčk ^w úí	put your thumb up if what I say matches what I do (thumb)

20. TPR Quiz

Summary: teacher says a word, students make the action or sound that matches the word.

kń ks?úma?x	I will say a word
xilx čkiń isčút	do the action that matches what I say (sing.)
p xilń čkiń isčút	do the action that matches what I say (plural)
waʔ ixi? k ^w put	you are correct (sing.)
waʔ ixi? p put	you are correct (plural)
łlapx	stop it (sing.)
łłápwi	stop it (plural)

21. Picture Backs

Summary: tape or clip a picture to each students back. Teacher says a word. Everyone make a circle around the person who has that word on their back.

kəkńíya?mńtp i? s?uńs	listen to the word (plural)
kłyirńtíp swit ha? ks?uń	make a circle around the person who has the word (plural)

22. Pass it

Summary: teacher distributes visuals or objects to students while saying the corresponding words. Teacher then tells students to pass the visuals or objects to certain other students of back to the teacher. Example: “pass the corn to bob”. “Pass the potato to me”.

k ^w u? tx ^w arłt i? ʔaʔíkstń	pass me the pencil (sing.)
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tx ^w arłt Susan i? q ^a yıkstñ	pass the pencil to Susan (sing.)
ixi? put	that's correct
k ^w u? łctx ^w arłt i? q ^a yıkstñ	pass the pencil back to me (sing.)
łtx ^w arłt i? q ^a yıkstn kł Susan	pass the pencil back to Susan (sing.)

23. Say-and-Lay

Summary: teacher lays down visuals or objects in front of students. Teacher says a word, students point to the corresponding object or visual, first as a group, then as individuals. Teacher has certain students pick up a particular visual of object. Teacher then asks student to pass her the objects one at a time.

caq ^w nt i? sk ^w ak ^w iw	point to the tomato
tqaht i? sk ^w ak ^w iw	touch the tomato
k ^w iht i? sk ^w ak ^w iw	pick up the tomato
k ^w u? cx ^w ıctt i? sk ^w ak ^w iw	give me the tomato
x ^w ıctt i? sk ^w ak ^w iw kł Susan	give the tomato to Susan (plural)

24. Stick Game Pointers

Summary: teacher shows visuals or objects in a row with a maximum of five. Teacher says a word, and students indicate which visual or object using stick game style pointing.

yayıat swit p kəkniya?	everyone listen
caq ^w nt i? sk ^w ak ^w iw	point to the tomato
łcaq ^w nt	point again (sing.)
caq ^w ntp	point again (plural)
caq ^w nt ka schikst	point right
caq ^w nt ka skcik ^w a?	point left
caq ^w nt lıayws	point middle
caq ^w nt parqısa?	point outside

ixí? put	that's correct
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25. Swatters

Summary: teacher places visuals on board in front. Two students, armed with fly swatters, approach the visuals. The teacher says a word and the students compete to be the first to swat the visual that matches.

čx ^w uýx aklá?	come here
čx ^w úýwi aklá?	come here (plural)
spañt i? s?um isčút	hit (sing.) the word that I say
spañtp i? s?um isčút	hit (plural) the word that I say
łx ^w up Susáñ	Susan wins
naqs kíl Susáñ	one for Susan
?asíl kíl Susáñ	two for Susan
kásilm̄ łx ^w up	it's a tie
ti? papút	it's a tie
lut stiñ	nothing
?amútx	sit down.
k ^w íłwi	sit down. (plural)

26. Bingo

Summary: students draw pictures of words on bingo cards (with words if desired). Teacher calls out words in succession and students cover words shown on their cards.

p qaýíkstr̄m̄ l̄ ańq̄ýmíñ	draw pictures on your paper (plural)
kłx ^w ípna?ñtp i? s?a?úñ isčút	cover the words that I say (plural)
?a?úmñt as?a?úñ	read your words (singular)
kñ łx ^w up	I win
swit i? łx ^w up ?	who won?
anwi? k ^w łx ^w up	you won
axá? asłx ^w úp	here is your prize
kłx ^w k ^w añtp i? mañsčúthm̄p	clear your cards (plural)

axá? ańpíns	here are your beans
k ^w u? čx ^w ičt ańpíns	give me your beans
k ^w u? čx ^w ičt ańmańsčútń	give me your card (sing.)
k ^w u? čx ^w ičt i? mańsčútńmp	give me your cards (plural)

27. Bean Bag Toss

Summary: teacher says a word. Students toss a bean bag onto the picture or object for that word. Variation: give students different colored bean bags and compete to see who hits the picture or object first.

kǎkńiya?x	listen
p kǎkńiya?	listen (plural)
ktčqmińt i? pińs ľáqna? ĩ s?a?úń asčńíł	throw a bean bag onto the word that you hear (sing.)
ktčqmińtp i? pińs ľáqna? ĩ s?a?úń i? sčńíłmp	throw (plural) a bean bag onto the word that you hear
anwí? k ^w čx?it čqńtix ^w	you hit it first (sing.)
k ^w ľx ^w up	you win (sing.)

28. Spider Web

Summary: students sit in a circle with pictures or objects. Teacher is also seated in the circle. Teacher has a ball of yarn. Teacher says a word and tosses the ball of yarn to the student holding that picture/item, holding onto the end of the string. Teacher says another word, student with yarn tosses it to the student with the new word, holding onto their spot in the yarn. Continue saying words and tossing the yarn with students holding onto it to form a spider web. Variation: after getting started, students, rather than the teacher, choose the new word, then say it and toss the yarn.

k ^w u ksk ^w úła?x ta tupł čq ^w as	we are going to make a spider web
kǎkńiya?mńtp i? s?uńs	listen to the word (plural)
čk ^w isk ^w st i? stǎr ul čqmińt swit a? ks?uń	hold the yarn and toss it to the person who has the word (sing.)

ʔumŋt iʔ sʔum ul čqmiŋt iʔ strar swit aʔ ksʔum	say a word and toss it to the person who has that word
čkʷiskʷst iʔ strar	hold onto the yarn! (sing.)
čkʷiskʷstp iʔ strar	hold onto the yarn! (plural)
lut akslawníkst	don't let go! (sing.)
lut kslawníkstmp	don't let go! (plural)

29. Half Pictures

Summary: mount halves of several pictures at front of room. A volunteer comes forward. Teacher says a word and the volunteer selects the correct halves and puts them together. As the pair is made, teacher repeats the word. Variation: two volunteers come forward. When teacher says a word, the volunteers connect the two halves with a piece of string or yarn. Variation 2: a team must make matches in a certain sequence as teacher says words.

ʔacnt iʔ sktqynčut	look at the picture (sing.)
ʔacntp iʔ sktqynčut	look at the picture (plural)
nkʷakʷinnt ʔasíl iʔ sʔums	choose the two parts of the word (sing.)
nkʷakʷinntp ʔasíl iʔ sʔums	choose the two parts of the word (plural)
ncpqsiwsnt t strar	connect the two parts with the string (sing)
ncpqsiwsntp t strar	connect the two parts with the string (plural)

30. Tissue Drop

Summary: each student has a picture. They begin walking around in a circle. Teacher says a word and at the same time, throws a tissue into the center of the circle. The student who has the picture for the word said must catch the tissue on their picture before it hits the floor.

yirncwtwi	form a circle (plural)
p xʷist l syrncutmp	walk in a circle (plural)
kn ʔumŋ miʔ čqmiŋ iʔ nʔapqstn	I will say a word and throw the tissue

tə ʔuɪŋtsɪn̩ asʔuɪm̩ miʔ kʰkʷiŋt̪ iʔ n̩ʔapqst̪n̩ ɪ askʰt̪ɣ̌n̩t̪	if I say your word catch the tissue on your picture
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31. Hand Fan Race

Summary: put pictures or objects at the front of the class. Students each have a balloon and a hand fan. Teacher says a word and students must move their balloon to that picture or object using AIR only.

kʰkʰniyaʔm̩nt̪ iʔ sʔuɪm̩s	listen to the word (sing.)
kʰkʰniyaʔm̩nt̪p̩ iʔ sʔuɪm̩s	listen to the word (plural)
yirm̩nt̪ asɪpuxʷ kʰl̩ skʰt̪ɣ̌n̩t̪	push your balloon to the picture (sing.)
yirm̩nt̪p̩ iʔ sɪpuxʷm̩p̩ kʰl̩ skʰt̪ɣ̌n̩t̪	push your balloon to the picture (plural)
lut akstqám̩ iʔ aʔ t̪ɪpuxʷ	don't touch the balloon (sing.)
lut kstqám̩tip̩ iʔ aʔ t̪ɪpuxʷ	don't touch the balloon (plural)
t̪ sl̩xʷn̩t̪ɣ̌n̩t̪ yirm̩nt̪ iʔ aʔ t̪ɪpuxʷ	use air to push the balloon (sing.)
t̪ sl̩xʷn̩t̪ɣ̌n̩t̪m̩p̩ yirm̩nt̪p̩ iʔ aʔ t̪ɪpuxʷ	use air to push the balloon (plural)

32. Run to the word

Summary: put pictures or objects around the room. Teacher says a word and students run to the word said. Variation: make a knock-kneed race by having them hold a ball between their knees then they run.

kákníyaʔmńt iʔ sʔuńs	listen to the word (sing.)
kákníyaʔmńtp iʔ sʔuńs	listen to the word (plural)
qičłxəx kł sʔuń asčńíł	run to the word that you hear (sing.)
p qičłx kł sʔuń iʔ sčńíłmp	run to the word that you hear (plural)
čkʷiskʷst iʔ púkwlaʔ t ańkaʔkaʔqíńxń	hold the ball with your knees (sing.)
čkʷiskʷstp iʔ púkwlaʔ ta kaʔkaʔqíńxńmp	hold the ball with your knees (plural)

33. Crossover

Summary: Students form two lines facing each other. Each line has a set of pictures, such that there are two pictures of each word, with one copy of each word in each line. There is one student who does not have a picture and is standing between the two lines. Teacher says a word and the two students who have that picture must swap places, running to each other's space in their respective lines. The student in the middle tries to steal one of the open spaces. The person who does not make it to one of the open spaces is now in the middle. Person in the middle never has a picture.

tńmnčútwi t ʔasláıqʷ	form two lines (plural)
kákníyaʔmńtp iʔ sʔuńs	listen to the word (plural)
łə nixłmńt asʔuń qičłxəx kł nəqsalıqʷ	if you hear your word run to the other line (sing.)
ńʔakswxúsmńt	try to take the open space

34. Twister

Summary: use a clear shower curtain. Make 16 pockets for pictures on one side of the curtain. Put 2-3 copies of each picture in random pockets. Have slips of paper in a bag that say left foot, right foot, left hand, and right hand. Have slips of paper in another bag that say the word that match the pictures. On each turn, draw out a hand/foot paper and a picture paper and say the

words. Students must place the appropriate body part on the appropriate picture without falling or touching any other picture.

wtañt asčxíkst í skʷəkʷiʷ	put your right hand to the tomato
wtañt askćíkʷaʔkst í shaykʷ	put your left hand on onion
wtañt askčxíkstxñ í ñtxúlaʔxʷ	put your right foot on cookie
wtañt askćíkʷaʔxñ í sʰukʷm	put your left foot on carrot
lut akstqám itlíʔ iʔ stím	don't touch anything else
lut aksəǰíxíkstrñ	don't move your other hand
lut aksəǰíxnam	don't move your other foot

35. Laser pointers

Summary: students have laser pointers. Pictures of all words are on the cards where all can see. Teacher says a word. Students point to the word with their laser pointers. When all are on the correct word, teacher says another word.

γʂayʂát swit ʂačñt iʔ skíqǰñčut uʔ p kəkníyaʔ	Everyone look at the pictures and listen
lut aksćíñt.	don't speak (sing.)
lut ksćíñtrmp	don't speak (plural)
čaqʷñt iʔ skíqǰñčut isčút	point (singular) to the picture that I say.
čaqʷñtp iʔ skíqǰñčut isčút	point (plural) to the picture that I say.

36. Mexican tag

Summary: place three pieces of tape on the floor, one on each side of the room and the other evenly between the other two. The lines on the side are “safety” lines; the line on the middle is the “toe” line. Teacher places a visual next to the toe line, as well as behind each safety line. For example, a picture of a cow is at the toe line, a picture of a cat is behind the left safety line, and a picture of a crow is behind the right safety line. Two students face each other across the toe line both with their toe on the line. Teacher says a word, either “cow”, “cat” or “crow”. If cow is said students must remain still. If they move their foot from the line, they are out. If cat is said, the student on the same side as cat must run to their safety line while the other student (on the crow side) tries to tag them. If crow is said, the student on the crow side must run to their safety line before the student on the cat side tags them.

wtañt astúmxñ ĩ a? člap.	Put your toe on the line. (singular command)
wtañtp i? strñtuñxnñp ĩ a? člap.	Put your toes on the line. (plural command)
p xčmnčut !	Get ready! (plural)
kñ tə čut pus, kíkilñt	If I say “cat”, you chase her. (sing. command)
kilñt kñ tə čut xřářřa?	Chase her if I say, “crow”. (sing. command)
kñ tə čut stñřalt, p tkasílmñ ti? p ilí?	If I say, “cow”, you both stay.
p řílmí?st kñ tə čut stñřalt.	Don’t move (plural) if I say, “cow”.

C. Limited Production

37. Choral Repeat

Summary: teacher says a word, students repeat after the teacher as a group.

kwu? čuñt.	Tell me _____. (repeat)
p řřayřát kwu? čuñt.	Tell me _____. (repeat) (plural)

38. Shot Gun

Summary: put a piece of paper with many holes in it over a picture. From what can be seen, students must tell what word is being shown. Make it easier by giving clues or asking questions. For example, say 2-3 words, one of which is correct, or ask, is it _____?

řáčñt i? skřqññčut	look at the picture (sing.)
řáčñtp i? skřqññčut	look at the picture (plural)
stíñ t sřařuñ křřřpřms i? řqñmíñ ?	what word is behind the paper?
řumñt i? sřařúms ĩ skřqññčut	say the word shown in the picture (sing.)
řumñtp i? sřařúms ĩ skřqññčut	say the word shown in the picture (plural)

39. Sequence

Summary: teacher says two words, then three, then four in sequence while touch the pictures or objects. After each sequence (2 word, 3, 4, etc.), students must say and touch the same words in the same sequence. Variation: students say the sequence, with each student repeating the previous sequence and then adding a word to it (like the name game).

kákníyaʔmńt iʔ sʔaʔúń	listen to the words (sing.)
kákníyaʔmńtp iʔ sʔaʔúń	listen to the words (plural)
ʔaʔúmńt čxíl t sʔyaʔs	say the words in the same order (sing.)
ʔaʔúmńtp čxíl t sʔyaʔs	say the words in the same order (plural)
łčuńt iʔ sʔaʔúń ul nix ^w ktx ^w ańt t sʔum	repeat the words and then add another word (sing.)

40. Either/Or

Summary: teacher shows visual or object and says two words, one of which matches the visual. Students repeat the word that matches the visual or object.

ʔasíčń iksʔaʔúń	I will say two words
łʔumńt iʔ sʔaʔúń asčwík ł skłqńńčut	repeat (sing.) the word that you see in the picture
łʔumńtp iʔ sʔaʔúń iʔ sčwikńp ł skłqńńčut	repeat (plural) the word that you see in the picture

41. Either/Or Charades

Summary: the teacher or a student volunteer acts out a word. Teacher says two words, one of which matches the acting. Students repeat the word that matches the acting.

čx ^w uʔx akłáʔ	come here
łáčńt iʔ skłqńńčut	look at the picture
ńčwčwiksńt iʔ skłqńńčut	act out the picture
ʔasíčń iksʔaʔúń	I will say two words

čuňt i? s?uřm i? papút kł stiř a? čkists Susáň	say the word that matches what Susan is doing (sing.)
čuňtp i? s?uřm i? papút kł stiř a? čkists Susáň	say the word that matches what Susan is doing (plural)
?amútx	sit down.

42. Either/Or Pictionary

Summary: the teacher or a student volunteer draws the meaning of a word. Teacher says two words, one of which matches the drawing. Students repeat the word that matches the student.

čx ^w uýx akłá?	come here
śacňt i? skłqýňcut	look at the picture (sing.)
klqýaňt i? skłqýňcut	draw the picture (sing.)
?asíčň iks?a?úřm	I will say two words
čuňt i? s?uřm i? papút kł stiř a? skłqays Susán	say the word that matches what Susan is drawing (sing.)
čuňtp i? s?uřm i? papút kł stiř a? skłqays Susáň	say the word that matches what Susan is drawing (plural)
?amútx	sit down.

43. Either/Or TPR

Summary: teacher makes an action or sound, then says two words. Students repeat the word that matches the action or sound.

k ^w u? ýaýáxa?ňt uř kəkńiya?x	watch me and listen (sing.)
k ^w u? ýaýáxa?ňtp uř p kəkńiya?	watch me and listen (plural)
kň ksti?říla?x	I will do an action
?asíčň iks?a?úřm	I will say two words

ʔumñt stiñ aʔ čkistrñ	repeat the word that matches my action
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44. Simple Ask-n-Answer

Summary: teacher asks students a question to which they can answer with a single word from those being studied. After asking, teacher says list of possible answers while showing visuals.

k ^w iksíwñ	I will ask you a question
k ^w uʔ ʔaʔáxaʔñtp uʔ p kəkńiyaʔ	after I ask I will say some answers
kñ kstiʔxílaʔx	say the answer that you want

45. Sequence Swap

Summary: put up pictures where all can see. Say the word for each picture. Students close their eyes. Teacher swaps the positions of TWO pictures. Students open their eyes and tell which two pictures were swapped by saying the two words.

ʔačñt iʔ sktqýñčut	look at the pictures (sing.)
ʔačñtp iʔ sktqýñčut	look at the pictures (plural)
kəkńiyaʔmñt iʔ sʔaʔúñ	listen to the words (sing.)
kəkńiyaʔmñtp iʔ sʔaʔúñ	listen to the words (plural)
ñčipčəpsx	close your eyes (sing.)
p ñčipčəpsx	close your eyes (plural)
ñk ^w əłk ^w łusx	open your eyes (sing.)
p ñk ^w əłk ^w łusñ	open your eyes (plural)
stiñ aʔ čktʔiysʔ	What has been changed?
stim aʔ čtix ^w lñ	What is different?
ʔumñt ʔasíl sʔurñ iʔ siłix	Say the two words that have been moved (sing.)

ʔumh̄tp ʔasí sʔum̄ iʔ siʔix	Say the two words that have been moved (plural)
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46. What's Missing?

Summary: teacher shows a few visuals or objects that are being studied. Teacher has student close their eyes. Teacher secretly takes one of the visuals or objects from the group. Students open their eyes and say the word that matches the object that is missing. Teacher may say a list of possible answers while showing visuals. Teacher may simplify the activity by asking, “is _____ missing?” Students would say “yes” or “no”.

ʔac̄h̄t iʔ sk̄t̄q̄ȳh̄cut	look at the pictures (sing.)
ʔac̄h̄tp iʔ sk̄t̄q̄ȳh̄cut	look at the pictures (plural)
h̄ciʔc̄əʔsx	close your eyes (sing.)
p h̄ciʔc̄əʔsx	close your eyes (plural)
h̄k̄w̄əʔk̄w̄ʔusx	open your eyes (sing.)
p h̄k̄w̄əʔk̄w̄ʔusm̄	open your eyes (plural)
ʔakīn̄ iʔ sk̄t̄q̄ȳh̄cut aʔ čk̄txasʔ	which picture is missing?
h̄ciʔc̄əʔsx	close your eyes again (sing.)
p h̄ciʔc̄əʔsxm̄	close your eyes again (plural)

47. Ignore-the-Question

Summary: teacher models the answer, then asks students a question. Student says the answer that the teacher modeled; students do not offer their own answer, just repeat the answer modeled by the teacher.

īh̄čáʔ miʔ ʔum̄ iʔ t̄əʔt̄əʔt	I will say the answer
k̄əkn̄íyaʔm̄h̄tp iʔ s̄c̄úh̄maʔs	listen to the answer (plural)
īh̄čáʔ miʔ siw̄h̄	I will say the question
t̄čūh̄t̄ stīm̄ iʔ sk̄síw̄plaʔs	answer the question (sing.)
t̄čūh̄tp̄ stīm̄ iʔ sk̄síw̄plaʔs	answer the question (plural)

48. Laser Hunt the Word

Summary: teacher puts a group of pictures up on the board where all can see. Teacher points to a picture and says a word. If the word and picture match, students repeat the word. If the word and picture do not match, students remain silent and the teacher points to a new picture and says the word again.

γῡαγῡát swit ḡáčnt i? skłq̄ȳnčut uł p kək̄níya?	Everyone look at the pictures and listen.
ńíńwi?ś čaq̄w̄ń i? skłq̄ȳnčut uł ?umń.	I will point to a picture and say a word.
łə papút i? skłq̄ȳnčut na?ł s?umń, ńčawčínť.	If the picture and word are the same, repeat the word. (sing.)
łə papút i? skłq̄ȳnčut na?ł s?umń, ńčawčínťp.	If the picture and word are the same, repeat the word. (plural)
lut łə papút i? skłq̄ȳnčut na?ł s?umń, k ^w kawčń.	If the picture and word are not the same, stay quiet. (sing.)
lut łə papút i? skłq̄ȳnčut na?ł s?umń, p kawčń.	If the picture and word are not the same, stay quiet. (sing.)
čłix ^w łm t skłq̄ȳnčut iksččáq̄w̄	I will point to a different picture.

49. Laser Sequence Say

Summary: pictures of all words are places on the board where all can see. Teacher points to one word with a laser pointer and begins to say words. When the teacher says the word that matches the picture, students repeat the word.

γῡαγῡát swit ḡáčnt i? skłq̄ȳnčut uł p kək̄níya?	Everyone look at the pictures and listen.
ńíńwi?ś čaq̄w̄ń i? skłq̄ȳnčut uł kń ?a?úm.	I will point to a picture and say some words.
łə papút i? skłq̄ȳnčut na?ł s?umń, ńčawčínť.	If the picture and word are the same, repeat the word. (sing.)
łə papút i? skłq̄ȳnčut na?ł s?umń, ńčawčínťp.	If the picture and word are the same, repeat the word. (plural)
lut łə papút i? skłq̄ȳnčut na?ł s?umń, k ^w kawčń.	If the picture and word are not the same, stay quiet. (sing.)

lut tə papút i? skłqýńčut na?ł s?um, p kawčń.	If the picture and word are not the same, stay quiet. (sing.)
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50. Disappearing Pictures

Summary: teacher places a sequence of pictures up on the board where all can see. Teacher says the words and students repeat after each word. Teacher says the whole series in a row. Teacher calls on individuals to say the sequence of words in a row on their own. Teacher then takes down the first picture, leaving on a blank box where it used to be. Teacher says the sequence of words again, starting with the picture that is missing. Teacher then calls on a different student to say the sequence, starting with the picture that is missing. This process continues, with one picture being removed each time the teacher says the sequence. Eventually, teacher and students say the whole sequence with NO pictures visible.

yśayśát swit śacńt i? skłqýńčut uł k ^w u?ń?awčńt.	Everyone look at the pictures and repeat what I say
śacńt i? skłqýńčut uł ?am?úmńt yśayśát i? s?uńs.	look at the pictures and say all of the words. (sing.)
śacńtp i? skłqýńčut uł ?am?úmńtp yśayśát i? s?uńs.	look at the pictures and say all of the words. (plural)
ńńwi?ś k ^w ń i? naqs skłqýńčut	I will take away one picture.
?am?úmńt yśayśát i? s?uńs	Say all the words. (sing.)
?am?úmńtp yśayśát i? s?uńs	Say all the words. (plural)

51. Word Halves

Summary: students have small cards of each word, but cut in half and shuffled. Teacher shows a visual of a word. A volunteer tells what word it is. All students search their word halves and hold up the assembled word.

śacńt i? skłqýńčut	look at the picture
yśayśát swit śacńt i? skłqýńčut.	everyone look at the picture
Susáh, ?umńt i? s?um.	Susan, say the word
ła?ł?áńt i? suk ^w suk ^w tíwśmś i? s?a?úm.	find the two halves of the word. (sing)

ḷaḷḷaḥtp iḡ suk ^w suk ^w tíwsm̄s iḡ sḡaḡúm̄.	find the two halves of the word. (plural)
čəp̄q̄siw̄sḥt iḡ sḡum̄.	put the word together. (sing. command)
čəp̄q̄siw̄sḥtp iḡ sḡum̄.	put the word together. (plural command)
ḥwis̄lxst iḡ sḡum̄.	hold up the word (sing. command)
ḥwis̄lxstp iḡ sḡum̄.	hold up the word (plural command)
ɣsɣsát swit k ^w uḡ ḥḡaw̄čín̄t.	everyone repeat after me.

D. Full Production

52. Ask-and-Answer

Summary: teacher models the pattern of possible answers, then asks students the question. Students answer using the pattern modeled by the teacher, but may customize to show personal preference.

iḥčáḡ miḡ ḡum̄n̄ iḡ təftəft	I will say the answer
k̄əkn̄íyaḡm̄ḥt iḡ sčúḥmaḡs	listen to the answer (sing.)
k̄əkn̄íyaḡm̄ḥtp iḡ sčúḥmaḡs	listen to the answer (plural)
k̄əkn̄íyaḡm̄ḥt stim̄ iḡ siw̄s	listen to the question (sing.)
k̄əkn̄íyaḡm̄ḥtp stim̄ iḡ siw̄s	listen to the question (plural)
t̄čuḥt stim̄ iḡ sksív̄plaḡs	answer the question (sing.)
t̄čuḥtp stim̄ iḡ sksív̄plaḡs	answer the question (plural)

53. Ask-the-Teacher

Summary: teacher models the question to students, then individual students ask the teacher the question. The teacher answers the question using words that are being studied.

k̄əkn̄íyaḡm̄ḥt stim̄ iḡ siw̄s	listen to the question (sing.)
k̄əkn̄íyaḡm̄ḥtp stim̄ iḡ siw̄s	listen to the question (plural)
k ^w uḡ siw̄ḥt	ask me the question
iḥčáḡ miḡ čuḥn̄ iḡ sksív̄plaḡs	I will ask the question

54. Ask-each-Other

Summary: students ask each other a question and answer with the phrase and words being studied.

kəkńiya?mńt stiń i? siws	listen to the question (sing.)
kəkńiya?mńtp stiń i? siws	listen to the question (plural)
kłpa?xáńt i? sčuts	thin k about the answer
Susáh, siwńt Tom	Susan, ask Tom the question
Tom, čuńt i? sksiwpla?s	Tom, answer the question

55. Heads up 7 Up

Summary: a group of students are selected to come up front. Each is given a visual or object from the lesson. Other students put their down and put their thumbs down. Each of the students up front selects one of the “thumbs up” students by touching their thumb. When their thumb is touched, they put it down. When all the up front students have touched a thumb, “heads up” is called. Those students whose thumbs were touched must guess who touched them by asking a question that uses the words represented by the visuals being held by the up front students. Example: food with like and dislike is being studied. A student up front is holding a picture of corn. If a student whose thumb was touched wants to guess that the corn holder is the one who touched them, they ask, “Do you Like corn?”. If the corn holder was the one who touched them, they would say, “yes, I like corn.” If they were not the one, they would say, “no, I don’t like corn”. Correct guessers get to go up front in place of who touched them.

čxwuýx kłń xaxčínń	come to the front (sing.)
čxwuýxwí kłń xaxčínń	come to the front (plural)
ńmaħmaħqńwi ułń wisłxs astrńtúńkst	heads down and thumbs up (plural)
lut aksńáćń	don’t look
lut aksqwílń	don’t cheat (sing.)
lut ksqwílńp	don’t cheat (plural)
kłkaťqnńp	heads up (plural)
tıłxəx tə tqłtuńs astúńkst	stand up if they touched your thumb (sing.)

ʔumñt swit iʔ tqñtsis	tell who touched you (sing.)
ha put ʔ	is s/he correct (sing.)
waʔ ixíʔ kʷ put	you are correct (sing.)
ʔamútx	sit down (sing.)
kʷíłwi	sit down (plural)

56. Class Mixer

Summary: teacher distributes visuals or objects to students such that all students have one. Students are given a question and possible answers to the question. For the mixer, students circulate in the classroom asking the question and responding according to the visual or object they have. At the end of each question-answer exchange, participating students exchange visuals. Students keep mixing and asking/answering questions until the teacher says to stop.

qʷíqʷilst iʔ kʷiłt iʔ sqilxʷ	talk to other people
ʕáčxmtuɬ askqyñčut uł siwñt stiñ	ask them a question using your picture
čuñt iʔ sčswtliñs	answer their question
ñʔaʔxʷíwsmñt iʔ sktqyñčut	swap pictures
t kʷúkʷaʔ sqilxʷ miʔ qʷíqʷilstxʷ	talk to a different person (sing.)
nʔʕaʔp p qʷaʔqʷʔáí	keep talking (plural)
waʔ p kʷap	okay, stop talking (plural)

57. Go Fish

Summary: in small groups, students play go fish with cards that show pictures of the words being studied. The object is to match the pair of words. Pairs are laid down when they are made. The winner is the person with the most pairs laid down when someone runs out of cards. To ask for a card, students use the phrase being. For example, if food with like and dislike is being studied, a student would ask for a word by saying, "Do you like corn?". If the person being asked has a corn card in their hand, they say, "Yes, I like corn" and pass the card over. If not, they say, "No, I don't like corn".

ñkhiwsñt iʔ mañsčutñ	mix up/ shuffle the cards (sing.)
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miínt i? mámsčútń	pass out the cards (sing.)
k ^w inx mámsčutń i? xmińktət	how many cards do we need?
čilkst mámsčútń i? xmińktət	we need 5 cards
x ^w uýx təftań	go fish
čk ^w nix t mámsčútń	pick up a card
kń kłpapút	I have a pair/match
kń ǎx ^w up	I win
swit źapná? ?	whose turn is it?
ińčá? ? źapná?	it is my turn
anwí? źapná?	it is your turn
Susan źapná?	it is Susan's turn
nix ^w k ^w u ǎičəčkń	let's play again
waý ińčá? kń waý	I quit
sǎ ^w ić !	crap!
kń źaláp	I lost
lut nix ^w iksǎičkń	I don't want to play again

58. Mastermind

Summary: a group of up to 10 words is used to play. The teacher chooses three of the words and secretly writes them in a sequence on a paper. The students must guess which three words are on the paper and in what order they are written. Students guess by saying three of the words in sequence. After each guess, the teacher tells how many of the guessed words are included in the secret list, and which of them are in the correct position in the sequence. Each three-word guess and the teacher's feedback are recorded on a chart at the front of the room so that student can use the information from the previous guesses to improve their next guess.

kaǎtilčń í inǎýmín	I have three words on my paper
p ɣayǎát k ^w ǎak ^w ǎanmaǎnt i? snstilsmp	you all must guess what order the words are in
k ^w ak ^w ǎanmaǎnt čkin t stak ^w s	you must guess what order the words are in

swit mi kʷakʷɕanmaʔs	who wants to guess?
kʷakʷɕanmaʔs iʔ kaʔɦis sʔum	guess the three words (sing.)
naqs sʔum ti ʒast	one word is good
ʔasí sʔum ti ʒast	two words are good
naqs sʔum iʔ təftaft	one word is in the correct place
ʔasí sʔum iʔ təftaft	two words are in the correct place
kʷ təftaft	you are correct
kʷu ɦʔičkńx	let's play again
ixíʔ put	that is all

59. Pictionary

Summary: the teacher or a student volunteer draws the meaning of a word. If a student knows the meaning of what is being drawn, they use the studied phrase and word to guess. Example: volunteer draws a picture. The student guesser says, "do you like corn?". If corn is being drawn, drawer says, "yes, I like corn". If corn is not being drawn, the artist says, "no, I do not like corn".

aʔ čmamáyaʔm miʔ kʔqʔam	a student will draw a picture
ńwəsíxikstx ɦa čmistíxʷ iʔ sʔum	raise your hand if you know the word (sing.)
čxʷuyx kí tqʔalqʷtń	come to the board
kʔqʔant axáʔ t sʔum	draw this word
Susán, stiń iʔ skʔqʔays	Susan, what did s/he draw?
ixíʔ put	That is correct
ʔamútx	Sit down (sing.)
axáʔ iʔ təpmini	here is a pen
iksʔtxʷkʷam aʔ čkʔqʔay	I will erase the drawing

60. Charades

Summary: the teacher or a student volunteer acts out the meaning of a word. If a student knows the meaning of what is being acted, they use the studied phrase and word to guess. Example: volunteer does an action. The student guesser says, "Do you like corn?". If corn is being acted out, actor says, "Yes, I like corn". If corn is not being out, then artist says, "No, I do not like corn."

i? knaqs mi? nčwčwíks i? s?uḥ	a student will act out a word
nwsłixikstx ła čmistix ^w i? s?uḥ	raise your hand if you know the word (sing.)
Susáh, čuḥt stiḥ a? čnčwčwíksts	Susan, tell what s/he acted out
ixí? put	that's correct
lnčwčwíkstx	act again
?amútx	sit down

61. Dialogue

Summary: teacher writes out the first letter in each word of the dialogue on the board. Teacher models and translates each line of the dialogue. Later, students repeat each line after the teacher. Then, teacher takes part A in the dialogue and students take turns doing part B with the teacher. Later, students alternate taking part A while another student takes part B.

kákníya?mḥt i? s?a?úḥs	listen to the sentences
lčuḥt i? s?a?úḥs	repeat the sentences
čx ^w uýx akłá?	come here (sing.)
čx ^w uýxwí akłá?	come here (plural)
iḥčá? ?a?úḥn a? čx?it	I will say the first part
anwí? ?a?úḥn ^{tx} w itlí?	you will say the second part
anwí? ?a?úḥn ^{tx} w a? čx?it	you will say the first part
Susáh mi? ?a?úḥs itlí?	Susan will say the second part
?amútx	sit down (sing.)
k ^w iłwi	sit down (plural)

62. Question Circle

Summary: using a set of picture or objects, teachers ask one student a question using the picture or object. Student answers the teacher and take the object or picture. Student turns to another student and asks the same question about the pict/object. The second student answers and takes the pict/object, and then asks a third student the question. Meanwhile, teacher has asked the first student about the next pict/object, student answers and then asks the second student. Process continues with all

objects/pictures being asked about and passed among all students. Teacher can go to the last student in the sequence to be asked the question and receive the object/picture back.

k ^w u kssəwnwíx ^w aʔx	we are going to ask each other questions
tx ^w arńtm iʔ skłqǵńčut tə wýsčunǵtm	we are going to pass the pictures when we answer
kǎkńiyaʔmńt iʔ sčúńmaʔs	listen to the answer (sing.)
kǎkńiyaʔmńtp iʔ sčúńmaʔs	listen to the answer (plural)
kǎkńiyaʔmńt stiń iʔ siws	listen to the question (sing.)
kǎkńiyaʔmńtp stiń iʔ siws	listen to the question (plural)
tčunǵt iʔ sksívplaʔs	answer the question (sing.)
tčunǵtp iʔ sksívplaʔs	answer the question (plural)
k ^w ińt iʔ skłqǵńčut tǵ ińčáʔ	take the picture from me
siwńt Susán	ask Susan the question
Susán miʔ čus iʔ sčsiws	Susan will answer the question
tx ^w artt Susán iʔ skłqǵńčut	pass Susan the picture
k ^w uʔ siwńt	ask me the question
k ^w uʔ tx ^w artt iʔ skłqǵńčut	pass me the picture