

Beginning to Learn
TONKAWA

*An elementary outline
of Tonkawa grammar.*

*Prepared for:
The Tonkawa Indian Tribe of Oklahoma*

*as part of the
Tonkawa Tribe Language Restoration and Presentation Program Series 2015*

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INTRODUCTION

This short outline grammar was prepared for the Tonkawa Indian Tribe of Oklahoma as part of its language restoration and preservation program. The goal of the program is to encourage revival of use of the Tonkawa language by speakers of all ages in those aspects of Tonkawa tribal and community life which most demand it. The aim is not the replacement of English, since this is now the necessary language of social and economic interaction with the surrounding world, but, rather, the gradual growth of a truly bilingual community in which each language is used in situations appropriate to it. Restoration of use of the Tonkawa language is properly seen as part of the overall maintenance and re-capturing of those salient characteristics of the traditional Tonkawa way of life which have been most important over the past centuries, a means of re-invigorating the Tonkawa tribal community with the values of earlier generations, values which have proven their worth through the trials, errors, and successes of more than two millennia and which are deserving of perpetuation into the future.

The last fluent native speakers of Tonkawa passed away some fifty to sixty years ago, and though there are still men and women who recall use of the language during their childhood by family members and friends, today only isolated words and phrases are still recalled. Fortunately, the language was studied while fluent speakers were still alive, and it is this carefully gathered data which enables restoration of the language today. As the California native peoples say - Tonkawa is not a dead language, it is just asleep, waiting to yawn, stretch, and come awake again. With the information we have, Tonkawa can easily be roused from its slumber and once again become a vital medium of social interchange.

This does not mean, of course, that learning Tonkawa will necessarily be a painless, simple, and rapid task - all Languages new to the learner present problems, for no two languages view the

world in the same manner, and no two languages talk about that world in exactly the same way. There are, as you will see, unique ways in which Tonkawa handles concepts, and these may at times make the learner's path somewhat rocky. Once they have been studied and mastered with practice, however, they will become as normal and usual as the grammar patterns of his native tongue. Persistence is genuinely the key to success in the learning of any language, Tonkawa included.

The goal of this present outline is, therefore, not so much to teach the reader to speak and read the Tonkawa language fluently - that task will be handled in *Lessons in Tonkawa*, a *five volume learning text, complete with audio-CDs, which will appear later in the *Tonkawa Language Restoration and Preservation Program* series. Rather is the goal of the present outline to make the new learner aware of the basic characteristics and structures of the language and to give him an insight into the Tonkawa view of the world, As Mercy Doxtator, a member of the Oneida community of Ontario, has so aptly put it:

"Language tells a people who they are by carrying with it the thoughts of generations past. It is a living chain of remembrance, knowledge, and understanding that is every child's heritage and is something that will shape their thoughts wherever they go and whatever they do." (The Oneida Teaching Dictionary, 1993).

THE OUTLINE OF TONKAWA GRAMMAR

The present grammar outline, then, was prepared specifically for those members of the Tonkawa Tribe who wish to re-learn the

* This introductory booklet will contain only one *Lesson in Tonkawa* from Book number one in a *Five Volume Set*. This is designed to be taught over a one (school semester) year program. The additional *Lessons in Tonkawa* from the proposed *Five Volume Set* will be provided continuously after the completion of this contract period.

language of their forebears as well as for anyone who wishes to learn something about the general characteristics of the Tonkawa language. It may also be of use to those who simply wish to learn something about one of the native languages of the Americas.

As pointed out above, the present outline is not intended as a learning grammar in the sense that it will, by itself, teach one to speak Tonkawa, nor, though complete, is it intended as an exhaustive grammar for those who wish to learn the details of the language fluently. It can, however, certainly serve as the first step toward that goal.

The patterns of the language have therefore not been presented in gradual steps, as would be the case in a pedagogical or teaching grammar, complete with the usual drills to ease the work of the learner and speed up the learning process. That pedagogical approach will, indeed, be used in *Lessons in Tonkawa*, mentioned above, but the aim of the present outline is simply to acquaint the interested reader with the broad overall patterns of the language. From this general view one can achieve an accurate feeling for the language and for its special personality. It can serve as a base on which to build a firmer knowledge.

With regard to both grammatical and lexical patterns, it should be pointed out that Tonkawa, like all speech systems, has its own unique character and individuality. One can not simply translate word-for-word from English into Tonkawa. A language expresses the manner in which its users think and view the world around them, and no two peoples think exactly alike.

This is as true of the Tonkawa people and the Tonkawa language as of any other people and language. To understand and speak Tonkawa you must learn these new approaches and methods of expression. Since the Tonkawa speaker's world-view is quite different from the English speaker's world-view, it may take some time before one feels at ease with the Tonkawa way of describing things. The going may seem difficult at first because Tonkawa grammatical categories are so different from those of English - you will find this particularly true when you study the formation of Tonkawa verbs - and because Tonkawa sounds differ from those of

English considerably and come together in quite different ways. The vocabulary, too, may seem strange to the non-Tonkawa speaker at first, for there are no similarities to English and no familiar landmarks to remind one of the meaning of new forms. With persistence, however, one soon gets used to the new sounds, sound combinations, and the new words and begins to learn those differences which set the Tonkawa way of describing things apart from the English way.

Because hearing a language is the only way to learn its pronunciation accurately, an audio-CD has been provided with this little book. All the Tonkawa words, phrases, and sentences used in *Learning Tonkawa* have been recorded in the order in which they occur in the book. Careful use of the CD will help the learner master the principles of Tonkawa as they are presented here.

This *Beginning Tonkawa* outline is designed to be used by either: Teacher/Student in a formal classroom setting; Parents/Child in an informal home setting; or by anyone who might find it's application practical.

PRONUNCIATION GUIDE

SHORT VOWELS

a = about, above

e = bed, met

i = it, hid

o = on-ward, ongoing

u = put, push

LONG VOWELS

a• = saw, call

e• = hey, they

i• = field, wield

o• = own, bone

u• = yule, rule

CONSONANTS

c = church, chair

h = Standard English

k = Standard English

l = Standard English

m = Standard English

n = Standard English

p = Standard English

s = Fluctuates between ship, and sip

t = Standard English

w = Standard English

x = Like the German Bach, ich

y = Standard English

' = Glottal Stop

VOWELS

Tonkawa vowels are pronounced with both long and short duration. Short vowels are indicated by the English equivalent. Long vowels are indicated by a dot (•) following the vowel, ie. a•, e•, etc. No two vowels ever occur next to each other in Tonkawa: vowels are always separated from one another by one or two consonants.

CONSONANTS

Tonkawa consonants referenced above are: H, K, L, M, N, P, S, T, W, Y, and are pronounced as in standard English. The consonant C is pronounced like the initial of church or chair. The consonant X is pronounced like the German CH as in Bach with a strong KH sound. The raised (') also a consonant, is called a glottal stop

and is pronounced by momentarily closing and opening the air flow in the throat like in the utterance of 'uh-'oh, the English warning expression.

The English consonants B, D, F, G, J, R, V, Z do not appear in Tonkawa.

SYLLABLES

Each syllable of a Tonkawa word must begin with a consonant and, if possible be composed of consonant plus vowel plus consonant. Where there is a series of sounds like CVCVC, the first syllable will be CV, the second, CVC.

If only one consonant (C) comes between vowels (V), it will be the initial of the following syllable. If two or more consonants (C) come between vowels (V), the first consonant (C) will go with the preceding syllable, and the remaining consonants (C) will go with the following syllable.

STRESS OR ACCENT

Stress is evenly distributed in Tonkawa. Each syllable received substantially the same accentuation. Words of two syllables tend to be pronounced with a slightly greater stress on the last syllable. Words of two syllables or more usually have a slightly greater stress on the next to last syllable.

Intonation appears to have little or no impact upon meaning.

INSTRUCTOR'S GUIDE

Goals: *Lessons in Tonkawa* is a first course in the Tonkawa language for learners of any age. It consists of a series of five books, each with ten carefully graded lessons prepared in such a manner that the learner builds up fluency through practice in the use of words in specific patterns. This *Guide* will give the instructor detailed directions on use of the materials in the *Lessons*. It should be read carefully and completely before the materials are used, and, for maximum success, the teaching methods described should be followed.

The goal of *Lessons in Tonkawa* is two-fold. The first and primary goal is to enable the learner to speak the Tonkawa language with a reliable degree of fluency, to be able to hold simple conversations in Tonkawa on most everyday topics. To do this it is necessary that the learner acquire as accurate a pronunciation of Tonkawa sounds as possible. This will come from you, as the instructor, and will enable the students to speak Tonkawa with a native sound, rather than with a strong English accent!

The second goal, which some learners may not wish to pursue and some may, is the acquisition of the ability to read simple Tonkawa sentences and texts. Inasmuch as very little in the way of written material is yet available in Tonkawa, this goal is secondary to the goal of conversational fluency. It is not necessary that the students learn the spelling of the words. They can learn to write and spell Tonkawa words at any time that they wish - from the start, or later on. The decision should be theirs.

The student should also begin to use what he learns in *Lessons in Tonkawa* in his everyday life as much as possible by conversing with other students of the language. The more the student practices the patterns of each lesson, the more quickly such patterns will become second nature to him and the more quickly he will become a fluent user of the language.

The lessons have not been designed for completion according to any particular time schedule. You should spend whatever time is needed on each lesson to assure yourself that the students understand the materials in that lesson completely and that they are able to use them effectively in conversation. Only then should you go on to the next lesson. See the section on *Pacing* later in this *Guide*.

The sequence of lessons both within each book and from book-to-book is such that the learner is gradually introduced to all the major patterns of the Tonkawa language, each book providing progressively more complex patterns and vocabulary. By the time the learner has completed all five books successfully he will be able to understand and use a vocabulary of some 1,000 basic words in the language and by using the Tonkawa patterns of word-building, to derive many more.

Immersion Learning: Human beings learn their native language by hearing it constantly spoken around them from the time of their birth. They learn which words and grammar patterns are appropriate for specific situations. Such natural language learning, called *immersion learning*, has three very important characteristics, which should also be used in the teaching of a second language:

- 1) Conversation: The words and grammar patterns of a child's native language are communicated to him as part of natural *conversation* - one does not teach a child to speak by giving him an isolated list of vocabulary words, but, rather, by using those words in the context of phrases and sentences which express the grammar structures in which the words may be used. Words and grammar patterns come to him through seeing objects, actions, and emotions and simultaneously hearing the adults around him use these words and patterns in conversation. Conversation - using words in context - is equally important in the learning of a second language.
- 2) Topical Situations: When you speak to a child, you are normally talking about a single, specific *topic* - eating, getting dressed, go-

ing to school, playing, working around the house. In conversation you do not normally jump from one unconnected topic to another. The topical method should also be used in teaching a second language.

3) Repetition: The child hears every word and every grammar pattern of his language repeated many thousands of times in recurring instances of talking about specific topics, which gives him ample chance to be certain of the meaning of both words and grammar patterns. He normally knows all of these basic patterns and has a basic working vocabulary of his native tongue by the time he is six years old. Repetition should also play a major role in second-language learning.

These three factors of natural language learning are the hallmarks of *immersion learning*. All human parents use these techniques to teach their children, and they use them without conscious awareness. Without them, language learning would not take place. The same principles can and should be used when teaching students a new, second language.

Teaching Vocabulary: In each lesson of *Lessons in Tonkawa* the student will be given a short list of new words to learn and a single grammar pattern in which to use them. There are two kinds of word in each lesson: *Basic Words*, such as **te•la** *this*, which, because they are basic to many grammar patterns in Tonkawa, must be learned in the lesson where they are given; and *Topic Words*. There are usually no more than 5 to 8 *Basic Words* in each lesson. *Topic Words*, usually 20 in number, concern a single subject — greetings, the home, school, hunting, clothing, foods, etc. Each lesson contains a set of *Topic Words*. While it may seem that *Topic Word Sets* have been arbitrarily chosen, they have not been. Each was picked for a particular lesson because it supplies forms which may best illustrate the grammar pattern chosen for that lesson. At times, the same set of *Topic Words* is used in more than one lesson in order to enable the students to better understand and use a particular grammar pattern.

Each set of *Topic Words* contains approximately the same num-

ber of entries, usually 20, The actual number of *Topic Words* learned in each lesson, however, should be determined by the instructor and the wishes of his students - if the students feel that they have been given too many *Topic Words*, then the number should be reduced; if the students feel that they want more words, then the instructor should add words. This may vary widely from one class to another and from one topic to another. It is suggested that you begin with 15 new *Topic Words* per lesson. If this is too many, reduce it to 10; if this is not enough, increase it to the full 20. Whatever the decision on the number of *Topic Words* taught, always teach all of the *Basic Words* for each lesson.

Words should be given in Tonkawa only, without any English translation except in very rare instances (which are discussed in the lessons as we come to them), using the following methods —

For physical objects, give the Tonkawa name of the object as you hold it up or point to it. If you do not have an actual object; use a picture or photograph of the object. If you are giving the name of an action, perform the action you are naming. If you can not do so, then use a picture or photograph which shows the action being performed, if you are giving the name of a relationship between two objects (or people) — such as "on top of", "below", "behind", etc. — show the relationship with actual objects -or with pictures or photographs of the objects in the relationship you are naming. If you are giving the name of an emotion, a feeling, or something which can not be pointed to or shown as a concrete object, act out the emotion or feeling - use a charades technique, with gestures, facial expression, motions, and whatever else it takes to get the idea across. This may seem a little foolish to you at first, but it keeps the students involved, and when they successfully discover what it is you are saying, it leads to considerable class satisfaction. In short, learn to be a ham actor! It can actually be fun as well as very rewarding.

You may frequently find that you must use all of your imagination and inventiveness in using this method to impart the meaning of Tonkawa words to your students, but it is important that you should not abandon this principle.

Teaching Grammar Patterns: No more than one grammar pat-

tern should be presented in a single class session. This pattern, sometimes with more than one part, should be taught through using words for that lesson in the pattern, always as phrases or sentences in natural conversation style. In the early stages of learning a language, grammar patterns should not be taught as a set of formal rules. Do not explain grammar patterns in English or any other language. Grammar should be taught only by example as *patterned substitution drills*, formulas into which the learner can fit many variant words. Grammar patterns are thus discovered and learned implicitly by the student himself through the examples you provide. While such discovery may frequently take time, it will leave the concept firmly in the student's mind and available for use in conversational practice.

Repetition & Response Practice: When teaching new words, speak the word and ask the class to repeat it after you in unison by saying the word **He•txanew!** - "Repeat it!" or "Say it!". Add at least three more utterances of the word at a normal speaking rate and again elicit class unison response to each repetition by saying the word **'Ecin'e** - "Again", or **'Ecin'e he•txanew!** - "Say it again!". Repeat the word a fourth time and then ask each individual student to repeat it by pointing to each student, one after the other, and again saying **He•txanew!** - "Repeat it!". If the student's first rendition is not correct, say **'A•kay** - "No!" with a shake of your head and ask him to say the word by saying **'Ecin'e he•txanew!** - "Say it again!". Do this with each student until you are satisfied that the renditions each student has given you are accurate. Once you have elicited a correct response from a student, you should tell him **Henox! Henoxtak!** - "Good! Very good!" with a smile, a pat on the back, or some other obvious indication that he has pronounced the word correctly.

It may take some time before the students learn what **he•txanew**, **'ecin'e**, **'a•kay**, **henox**, and **henoxtak** mean, but, as you use those words repeatedly in your teaching, it will soon become evident what each of them indicates. Do not use English translations for these directions! As much as possible use only Tonkawa, so that the students will think in Tonkawa right from the start with each new word and each new grammar pattern.

Putting Words in Context: Though you may use single words when first naming objects, actions, relationships, emotions and other concepts and items, you should then, as pointed out earlier, put each new vocabulary word in context in the grammar pattern you are presenting for that session - in a full sentence in normal, connected speech. The contextual use of words, new and old, is extremely important, for this is the way people talk - in phrases and sentences, not in single, isolated words. Follow the same procedure that you did when teaching the individual words - use the pattern, as a full phrase or sentence, with each word in the lesson, repeating each phrase or sentence several times, eliciting first unison responses from the class and then individual responses from each student.

Pattern Substitution Drill: Each pattern and word which you have introduced through the use of examples should then be followed by substitution-drills to insure that the learner understands the use of the pattern. Use as many words which fit the grammar pattern you are teaching as possible. Remember that use of the pattern should involve no technical explanation of grammar.

Independent Pattern Substitution Drill Response: Once you have presented all of the new vocabulary words for the session, the grammar pattern for that session, and shown that the same pattern can be used with many different words, and after each student has repeated all of the words both separately and in the context of the grammar pattern, you should then ask each student to use the new words and the grammar pattern independently, without your help - by using individual words in the pattern as a word-substitution drill. You can suggest that the student use specific words in the pattern through the use of gestures which guide the student to a specific object, action, relationship, or emotion which you have used earlier in the session. The student should respond with the appropriate reply as a full sentence, using the name of the item and the grammar pattern in which it was taught. As a teacher you should keep this process flowing as rapidly as possible so that the sessions increasingly have the feel of normal, everyday conversation and talking.

Positive Reinforcement: It is very important that you provide

positive individual feedback to each student as he participates in repetition and independent response. You should never punish a student for lack of participation or for giving an incorrect response. Rather should you give him the correct response and explain it to him again through the use of other words he has already learned in the same grammar pattern. A negative response on your part will not only discourage the student but also negatively affect the attitude of all of the students in the class, and it will slow down the learning process considerably. Always be positive and reinforcing, regardless of the kind of feedback.

Work with all the students until they all have as near equal fluency with the new materials as possible - even if this means stretching what you intended to teach in one class session over two or more class sessions. Do not teach new materials, either vocabulary or grammar patterns, until you are sure that all students in the class have mastered the current materials.

Review: It is important that each new session include not only the new words and grammar pattern for that session, but also words and grammar patterns learned in previous sessions. As nearly as possible, all already learned patterns should be used in each new session and as much as the previously learned vocabulary as is meaningful in the context of the situation and topic for the current session. The more attention one pays to this principle, the more the student will be able to converse normally.

Remember - language comprehension can come only with constant exposure to other speakers and to constant Practice in the form of conversation. This is what the method of *immersion learning* is aiming at.

The Pacing Of Materials Presentation: *Pacing* has three aspects: (1) the *frequency* with which you meet your students; (2) the *duration* of each session; and, (3) the *tempo* or amount of time taken to cover each group of new vocabulary words and their associated grammar pattern.

Pacing decisions are some of the most important you will make, for while proper *pacing* can insure the success of a well-designed immersion program, improper *pacing* can as rapidly destroy the best of program designs. Some *pacing* decisions, particularly

those regarding the *frequency* and *duration* of immersion sessions, may be outside your control, for such decisions are often ones made by members of the educational bureaucracy with which you must do business. Control of the flow of your presentations, their *tempo*, however, is always in your hands and is perhaps the most important aspect of *pacing*.

Frequency & Duration of Classes: The ideal situation for learning a new language is to meet once a day, five days a week, for two hours each day. Students should, in any case, meet at least twice a week, and the individual sessions should last at least one hour in length. The more frequently classes meet, and the longer each class - though no class should exceed two hours, with a break between each hour - the more rapidly the students will gain genuine fluency in using Tonkawa.

Tempo of Teaching: Your most direct and important control of the learning environment concerns the tempo with which you present language materials and move from one situational topic to another. If you are in doubt about whether the students are understanding what you are presenting, then you are probably presenting new materials too rapidly. The solution to this frequently occurring problem is to over-teach - it is better to repeat too much than not enough, though you have to gauge the interest level of your students constantly to be sure that you are not going so slowly that they are losing interest. Too slow can be as disastrous as too fast! Learn to strike a happy medium. This will differ from class to class, and it may take some time to develop: your own technique for handling proper *pacing* of materials presentation.

Each lesson has been designed to be covered in a single week, though this tempo may be speeded up or slowed down depending upon both the number of days your class meets each week, the size of the class, and the abilities of the students in a given class. There is, however, no time-limit placed on completion of any lesson it should take, as they say, as long as it takes! If you have classes five-days each week, it is advisable to present the entire lesson on the first day and use the remaining days of the week for directed and, particularly, independent conversational practice with the materials covered on day one. The effectiveness of this ap-

proach depends, of course, on the abilities of the students in each individual class. If such a pace is too rapid, then the teacher should slow down the presentation.

The important point is that one should teach at a pace which keeps all the students in the class interested and motivated. Too slow will produce boredom, which is usually easy to detect, and too rapid a movement from one situational theme to another may leave some students lagging behind, which is also usually easy to see. The ideal is to keep all students interested, all feeling comfortable with the pace you are setting, and all with approximately the same degree of mastery of the materials. A lack in any of these directions should be immediately remedied by a change in class *tempo*. Never, that is, teach simply to cover a topic in a given period of time - always be flexible in both your approach and your timing.

Summary: If you use the instructional techniques discussed in this guide carefully, your students should achieve maximum fluency in use of the Tonkawa language. Reaching this goal may easily take a year or more, depending on the frequency with which you meet with your students and their use of what they learn outside the classroom - in their homes with other learners, on the athletic field, when out in town with other learners, when going hunting, etc. There are many environments in which students and teacher may interact and practice their use of the language. The secret to success is stubborn persistence in working toward the goal of reintroduction of the Tonkawa language as an everyday medium of communication amongst those who wish to use it. The ultimate reward, of course, is preservation of the Tonkawa way of looking at the world, that unique way of life which is encapsulated in the language and its use.

Questions and Answers: *What and This*

BEFORE YOU BEGIN: It should be explained to the students at the beginning of their first class that except when some words need to be explained in English, which will not be often, only Tonkawa will be used in class. If, after a class, students wish to ask questions in English, that is fine, and the instructor may answer them in English, but while the class is in session only Tonkawa will normally be spoken.

The instructor should then explain, in English, how each class session will be conducted. (1) He should tell the students first that he will point to things and ask **Te•la hecu•ye?**, and tell the students that that phrase means *What (hecu•) is (in questions = -ye) this (te•la)?* The phrase should be repeated at least three or four times, very clearly. (2) Secondly, he will then tell the students that he will answer his own question by saying **Te•la _____-la ye•we'**, and tell the students that that phrase means *This (te•la) is (ye•we') a (-la) _____*, with the word for the object inserted after **te•la** and before the **-la**. That phrase should also be clearly repeated three or four times. (3) Thirdly, the instructor will tell the students that the Tonkawa word **He•txanew!** means *Say it or Repeat it*, and that **'Ecin'e** means *Again*.

After giving these instructions in English, the instructor should then tell the students that each lesson will concern just one major topic. When any questions from the students have been answered, the instructor should say "Let's begin," reminding the students that from then until the end of the class session no English will be used.

THE GOAL OF THIS LESSON: This lesson teaches the grammar pattern for asking what something is and answering that question

by naming a specific object in the singular form.

HOW TO PROCEED: Follow these procedures in the order that they are given. These same procedures, in the same order, will be used for all of the lessons in *Lessons in Tonkawa*. They will not be repeated in later lessons, except for special instructions which may be needed for individual lessons. Refer back to these general procedures here at any time that you need to.

- 1) The students have already been given the *Basic Words* for this lesson in the introductory remarks by the instructor - "what" **he•cu**; "this" **te•la**; "is" **ye•we'**; the singular noun marker **-la**; and the question marker **-ye**.
- 2) No explanation of the grammar pattern itself should be given, only examples of its use.
- 3) Begin with the first word in the *Topic Words Set*. Point to or handle the object in question and say **Te•la _____-la ye-we'**, inserting the proper word in the blank. Say the same sentence again three more times, slowly.
- 4) Then, clearly and slowly, say just the name of the object itself (without the **-la** suffix) as you point to it or otherwise make it clear to the hearers what it is you are naming. Then say the word three more times, slowly.
- 5) Look at the students, point at the object you have named, and say **He•txanew!**, **He•txanew!**, (Repeat it!). Point to the object again, say its name, and by hand gestures indicate that you wish the students to repeat the word. Do this until they repeat the word in unison.
- 6) Ask for at least three more in-unison repetitions by saying '**Ecin'e He•txanew!** (Repeat it again) or simply '**Ecin'e** (Again).
- 7) Then say **Te•la hecu•ye?** and point to the object. Follow this by saying **Te•la _____-la ye•we'** (This is a _____). Repeat these phrases at least four times.
- 8) Then say to the students **Te•la hecu•ye?**, again pointing to the object, and indicate by hand gestures that you want the students to reply. Repeat this until someone or all of them reply with **Te•la _____-la ye•we'**. During the first few Tonkawa words you use in this con-

text, it may take some time before all of the students understand what you are doing and what you are asking. With repetition, however, the idea *will* become clear, and the students will respond correctly. Be patient!

- 9) Perform Steps 3-8 with each of the words that you are using from the *Topic Words Set* for the lesson.
- 10) Now that all of the *Basic* and *Topic Words* of the lesson have been covered, within the *question-answer* grammar pattern, it is time to elicit their independent use by individual students. To do this choose a single student and, pointing to an object the name of which is on the *Topic Words* list for that lesson, ask him **Te•la hecu•ye?** He should reply **Te•la _____-la ye•we'**. Once he has done this successfully, point to other objects on the *Topic Words* list and ask for the same kind of response. You should elicit a response from each student for at least 10 of the items on the *Topic Words* list. Do not use the same words for each student, or, if you do, give them to the student in a different order each time.
- 11) The above procedure must be done with each of the students in the class independently, while the other students are listening and looking on. Then the students should be directed to perform the same *What is this?* and *This is a _____* with each other. Indicate this to the students by gesturing for one student to take your place while you sit down with the other students. This may take a little doing at first, but once the idea is clear, you will generally find that all of the students will interact with each other.
- 12) Once you have completed the procedures outlined in the steps above, you should attempt as much as possible to engage the students in at least ten minutes (or more) of conversation using the pattern and vocabulary of the lesson. The conversation will, with such a limited number of words, not be very exciting at the initial stage's of learning, but it will become more fleshed out as the students complete additional lessons, and such conversation will prepare the students for using what they have learned in a more general context.

13) This will complete your class session. To follow the above procedures with a class of for example, five students, will take a minimum of four one-hour or two two-hour sessions. Remember do not think you have to follow a time-schedule. You do not, and you should take as many class sessions as needed to cover each lesson.

You will find that once a group of students gets through their first lesson in Tonkawa they will be able to understand and follow your procedures with relative ease. If you have classes for more than one day a week, the days after the initial day should be devoted to continuing independent student participation in conversational manner.

THE GRAMMAR PATTERN: *Questions and Answers*

1. English: What is this?
Tonkawa: **Te•la hecu•ye?**
2. English: This is a (name word).
Tonkawa: **Te•la (name word)-la ye•we'.**

THE BASIC WORDS: *Question/Answer Word*

- | | |
|---|---------------|
| 1. what | he•cu |
| 2. this | te•la |
| 3. is | ye•we' |
| 4. <i>singular indefinite noun marker</i> | -la |
| 5. <i>question marker (= to be)</i> | -ye |

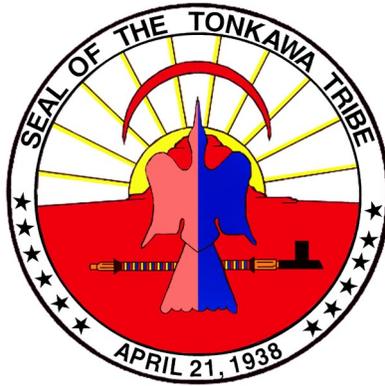
THE TOPIC WORDS SET: *House & Furnishings*

1. Book	nescotana•papa'axan
2. Box	ya•koxow
3. Building, Dwelling, Tipi	yacox'an
4. Carpet	nawlan
5. Chair	yelan
6. Chair with cushions	yelanopcowtic
7. Couch	yelanaway
8. Door	neskapan
9. Doorway	sa•xal
10. Gate	neskapan
11. Glass (window)	no•hemayantic
12. House	na•ho•n
13. Lamp	xa•nsm'elnan
14. Mirror	no•henem'a•n
15. Paper	nescotan
16. Pillow, cushion	ha•xwan
17. Roof	kam'o•n
18. Room	kotok
19. Step	cekanan
20. Table	pa•pnatyaxan
21. Table cloth	nawletyaxan
22. Yard	neskapan

PATTERN DRILL SUBSTITUTION EXAMPLES: These words do not have to be taught in any particular order.

What is this?	Te•la hecu•ye?
This is a book	Te•la nescotana•papa'axanla ye• we'
This is a box	Te•la ya•koxowla ye•we'
This is a building	Te•la yacox'an ye•we'
This is a carpet	Te•la nawlanla ye•we'
This is a chair	Te•la yelanla ye•we'
This is a chair with cushions	Te•la yelanopcowtica ye•we'
This is a couch	Te•la yelanawayla ye•we'
This is a door	Te•la neskapanla ye•we'
This is a doorway	Te•la sa•xala ye•we'
This is a gate	Te•la neskapanla ye•we'
This is a glass window	Te•la no•hemayantica ye•we'
This is a house	Te•la na•ho•nla ye•we'
This is a lamp	Te•la xa•nsm'elnanla ye•we'
This is a mirror	Te•la no•henem'a•nla ye•we'
This is a pillow	Te•la ha•xwanla ye•we'
This is a roof	Te•la kam'o•nla ye•we'
This is a room	Te•la kotokla ye•we'
This is a step	Te•la cekananla ye•we'
This is a table	Te•la pa•pnatyaxanla ye•we'
This is a table cloth	Te•la nawletyaxanla ye•we'
This is a yard	Te•la neskapanla ye•we'

CONVERSATIONAL PRACTICE: Encourage the students to participate in spontaneous use of what they have learned for at least ten minutes. This will prepare them for more general use of the grammar pattern of this lesson and of its vocabulary. At this stage of their learning, the conversation will, of course, be extremely limited. It might be something like Student 1 to the other students, pointing to a book: **Te•la hecu•ye?** Another student responding: **Te•la nescotana•papa'axanla ye• we'**. Other students might then take a turn eliciting words for other objects.



SCAN ME!

I link to the audio file to play with this Lesson.

Or go to:

[www.tonkawatribe.com/ Lesson One.mp3](http://www.tonkawatribe.com/Lesson%20One.mp3)



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