



# TONKAWA

## Lesson Two

### Making New Words

Prepared for:

The Tonkawa Indian Tribe of Oklahoma

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# PRONUNCIATION GUIDE

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## 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.

## MAKING NEW WORDS

**Goals:** This lesson teaches the student how Tonkawa words may be put together to produce new words. The examples chosen are already used in Tonkawa, but the same process can be used to create new words for which there is at present no word. This is done by introducing him to two of the name-making patterns of the language: word-compounding, and using the name-deriving suffix -an.

**How to proceed:** Follow the procedures given in Steps 2-12 of Lesson 1 in the order in which they are given. Some of the Topic Words will have to be taught through the use of photographs or other pictures - cider, elk, opossum, etc. Remember to use both the grammar pattern and as many words from Lesson 1 as possible along with your presentation of the new materials of Lesson 2.

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### **THE GRAMMAR PATTERN: *Making New Words***

1. English: Compounding - as in *sweet water* = cider  
Tonkawa: For example -  
**'a•x water + pix sweet = 'a•xpix cider**
2. English: Adding *-ing* - as in *build + -ing = building*  
Tonkawa: Adding **-an**, as in **nescoto-** *to write + -an -ing = nescotan writing or something written or something written on (= paper)*

### **The Basic Words:**

*name word deriver*      **-an**

## THE TOPIC WORDS SET

1. Big	<b>kwa•low</b>
2. Deer	<b>'aw</b>
3. Hair of an animal	<b>'ok</b>
4. Kick (to)	<b>yakwa-</b>
5. None, nothing	<b>kapay</b>
6. Sack	<b>'oyuk</b>
7. Stand up	<b>heylapa-</b>
8. Sweet	<b>pix</b>
9. Tail	<b>tan</b>
10. Water	<b>'a•x</b>
11. White	<b>maslak</b>
12. Write	<b>nescoto-</b>

## NEW WORDS MADE FROM THE ABOVE WORDS

13. Cider	<b>'a•x + pix = 'a•xpix</b>
14. Elk	<b>'aw + kwa•low = 'awkwa•low</b>
15. Leg	<b>yakwa- + -an = yakwan</b>
16. Legging, stocking	<b>yakwa- + -an + 'oyuk = yakwan'oyuk</b>
17. Opossum	<b>tan + 'ok + kapay = tan'okapay</b>
18. Paper, writing	<b>nescoto- + -an = nescotan</b>
19. Rabbit	<b>tan + maslak = tanmaslak</b>
20. Tree	<b>heylapa- + -an = heylapan</b>

# PATTERN DRILL SUBSTITUTION EXAMPLES #1

**Topic Words 1-12:** These words do not have to be taught in any particular order. Teach the first 12 words in the Topic Words list through the use of pictures, gestures, and other props in the

*This is a \_\_\_\_\_* pattern presented in Lesson 1:

What is this?

This is a deer

This is animal hair

This is a sack

This is a tail

This is water

This is (something) sweet

This is (something) big

This is (something) white

This is nothing

**Te•la hecu•ye?**

**Te•la 'awla ye•we'**

**Te•la 'okla ye•we'**

**Te•la 'oyukla ye•we'**

**Te•la tanla ye•we'**

**Te•la 'a•xla ye•we'**

**Te•la pixla ye•we'**

**Te•la kwa•lowla ye•we'**

**Te•la maslakla ye•we'**

**Te•la kapayla ye•we'**

The forms **yakwa-** *kick*, **heylapa-** *stand (up)*, and **nescoto-** *write* will have to be demonstrated by the instructor through his actions.

## PATTERN DRILL SUBSTITUTION EXAMPLES #2

**Topic Words 13-20:** These words, which are made by compounding words from *Topic Words 1-12* or by adding the suffix **-an** to one of those forms, will have to be demonstrated by the use of pictures or other props. In this instance, it may be advisable to use English after each of the following objects has been named, explaining, for example, that *cider* literally means *sweet water*. You should make a point of indicating that the modifying part of such compound words comes as the second element of the compound, not, as usual in English, as the first element. You may need to provide additional English explanation in this lesson to insure that the students understand that *compounding* and suffix **-an** are the major ways in which new words are formed in Tonkawa and that these patterns may be freely used to coin new forms.

What is this?	<b>Te•la hecu•ye?</b>
This is cider	<b>Te•la 'a•xpixla ye•we'</b>
This is an elk	<b>Te•la 'awkwa•lowla ye•we'</b>
This is a leg	<b>Te•la yakwanla ye•we'</b>
This is a stocking	<b>Te•la yakwan'oyukla ye•we'</b>
This is an opossum	<b>Te•la tan'okapayla ye•we'</b>
This is paper	<b>Te•la nescotanla ye•we'</b>
This is a rabbit	<b>Te•la tanmaslakla ye•we'</b>
This is a tree	<b>Te•la heylapanla ye•we'</b>

**CONVERSATIONAL PRACTICE:** Encourage the students to participate in spontaneous and inventive conversation of their own making, using as many of the words and grammar patterns of the current and previous lesson as possible. Such practice should involve the entire class and should continue for at least ten minutes.

