



TONKAWA

Lesson Six

Position Words: Here, There Where

*Prepared for:
The Tonkawa Indian Tribe of Oklahoma*

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

By Don Peterson

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.

Position Words *Here, There & Where*

Goals: This lesson will teach you how to use 3 more important basic Tonkawa position-indicating words — *where, here & there*.

How to proceed: Follow the procedures given in Steps 2-12 of Lesson 1 in the order in which they are given. In this lesson you should indicate the meaning of *here* by placing objects close to you; indicate *there* by placing them further away from you. *Where* can be indicated with a questioning tone of voice and looking around. For example, place an object behind you and act as though you are looking for it, asking a number of times in Tonkawa “*Where* is the ___?” Then suddenly find it and say in Tonkawa “The ___ is *here*!” or “The ___ is *there*!” Repeat this response a number of times until the students understand what you are saying. Also remember to use the grammar patterns and vocabularies from the earlier lessons as well as the new materials of this lesson.

THE GRAMMAR PATTERN: *More Position Words*

1. English: *Where is the* (name word)?

Tonkawa: (name word) -'a•la hetecaye?

2. English: *The* (name word) -'a•la.

Tonkawa: Te•ca (name word) -'a•la.

3. English: *The* (name word) *is there*.

Tonkawa: He'eca (name word) -'a•la

THE BASIC WORDS: *More position Words*

here	te•ca
there	he'eca
where	heteca

THE TOPIC WORDS SET: Some Animals

alligator	xe•cwal	eagle	ko•l'atak
bear	nencopan	fish	neswal'an
black bear	nencopankaxaw	horse	'ekwanesxaw
bird	ko•l'a	mouse	cox'a
buzzard	'exwa	owl	'o'o'
cardinal	ko•l'asamox	raccoon	tankel'is
cat	'okma'ek	skunk	heka•new
cougar	'okma'ekwa•low	snake	se•nan
coyote	ha•csokonay	squirrel	tansoytat
dog	'ekwan		
wolf	ha•csokonaykwa•low		

PATTERN DRILL SUBSTITUTION

These words do not have to be taught in any particular order.

Where is the alligator?	Xe•cwal'a•la hetecaye?
The alligator is here	Te•ca xe•cwal'a•la ye•we'
Where is the bear?	Nencopan'a•la hetecaye?
The bear is there	He'eca nencopan'a•la ye•we'
The black bear is here	Te•ca nencopankaxaw'a•la ye•we'
The bird is there	He'ca ko•l'a'a•la ye•we'
The buzzard is here	Te•ca 'exwa'a•la ye•we'
The cardinal is here	Te•ca ko•l'asamox'a•la ye•we'
The cat is there	He'eca 'oma'ek'a•la ye•we'
The cougar is there	He'eca 'oma'ekwa•low'a•la ye•we'
The coyote is here	Te•ca ha•csokonay'a•la ye•we'
The dog is there	He'eca 'ekwan'a•la ye•we'
The eagle is there	He'eca ko•l'atak'a•la ye•we'
Where is the fish?	Neswal'an'a•la hetecaye?

The fish is here	Te•ca neswal'an'a•la ye•we'
The horse is there	He'eca 'ekwanesxaw'a•la ye•we'
The mouse is here	Te•ca cox'a'ala ye•we'
Where is the owl?	'O'o'a•la hetecaye?
The owl is there	He'eca 'o'o'a•la ye•we'
The raccoon is here	Te•ca tankel'is'a•la ye•we'
The skunk is there	He'eca heka•new'a•la ye•we'
The snake is there	He'eca se•nan'a•la ye•we'
The squirrel is here	Te•ca tansoytat'a•la ye•we'
The wolf is there	He'eca ha•csokanaykwa•low'a•la ye•we'

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

