



# TONKAWA

## Lesson Four

*Joining Words with and*

*Prepared for:  
The Tonkawa Indian Tribe of Oklahoma*

*as part of the  
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# 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.

## Joining words with *and*

**Goals:** This lesson teaches the student to join Tonkawa words with the word *and*.

**How to proceed:** Follow the procedures given in Steps 2-12 of Lesson 1 in the order in which they are given. Also remember to use the grammar patterns and vocabularies from the earlier lessons as well as the new materials of this lesson.

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### **THE GRAMMAR PATTERN: *Joining Words***

1. English: A (name word) *and* a (name word)  
Tonkawa: (name word)-'en (name word)-'en
2. English: *The* (name word) *and the* (name word)  
Tonkawa: (name word)- 'a•l'en (name word)- 'a•l'en

### **THE BASIC WORDS: *Joining Forms***

and a            -'en  
and the        -'a•l'en

## THE TOPIC WORDS SET: House & Furnishings

book	<b>nescotana•papa'axan</b>
box	<b>ya•koxow</b>
building / dwelling / tipi	<b>yacox'an</b>
carpet	<b>nawlan</b>
chair	<b>yelan</b>
chair w/ cushions	<b>yelanopcowtic</b>
couch	<b>yelanaway</b>
doorway (opening)	<b>sa•xal</b>
gate / yard / door	<b>neskapan</b>
glass (window)	<b>no•hemayantic</b>
house	<b>na•ho•n</b>
lamp	<b>xa•nsm'elnan</b>
mirror	<b>no•henem'a•n</b>
paper	<b>nescotan</b>
pillow, cushion	<b>ha•xwan</b>
roof	<b>kam'o•n</b>
room	<b>kotok</b>
step	<b>cekanan</b>
table	<b>pa•pnatyaxan</b>
table cloth	<b>nawletyaxan</b>

## **PATTERN DRILL SUBSTITUTION EXAMPLES**

These words do not have to be taught in any particular order. Use other words from the list above as well.

What is this?      **Te•la hecu•ye?**

This is a table and a chair

**Te•la pa•pnatyaxan'en yelan'en ye•we'**

This is the table and the chair

**Te•la pa•pnatyaxan'a•l'en yelan'a•l'en ye•we'**

This is the table and a chair

**Te•la pa•pnatyaxan'a•le'en yelan'en ye•we'**

The chair and the carpet

**Yelan'a•l'en nawlan'a•l'en**

The paper and the book

**Nescotan'a•l'en nescotana•papa'axan'a•l'en**

This is the room and the doorway

**Te•la kotok'a•l'en sa•xal'a•l'en**

This is a chair and a cushion

**Te•la yelan'en ha•xwan'en**

This is the yard and the house

**Te•la neskapan'a•l'en na•ho•n'a•l'en**

**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 lessons as possible. Such practice should involve the entire class and should continue for at least ten minutes

