Kun8seeh—An Online Approach to Teaching & Learning Conversational Wôpanâôt8âök

By

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ABSTRACT

Kun8seeh is a Wôpanâôt8âök teaching and learning website. The primary objective for the website is to increase language access to all Wôpanâak language learners through the use online learning materials that accompany audio and visual material. Kun8seeh provides more opportunities for students to engage in language learning based on a student’s availability, geographical location, and learning style. Currently, most community language access requires a student to live in close proximity to reservation lands and requires that they attend a class in person. Most classes offered meet once a week for 1-2 hours, depending on the availability of the instructor, thus making immersion environments sparse and increases in speaking fluency a great challenge. Kun8seeh is the first online learning opportunity in the Wôpanâak community with lesson plans, games, and books that students can see, hear, and access from any device that can access the internet.

Thesis Supervisor: Norvin Richards
Title: Professor of Linguistics
Part one is comprised of lesson plan descriptions, lesson plans and audio/visual content from www.Kun8seeh.com. Pages 3-42

Part two is comprised of images taken to illustrate the features of www.Kun8seeh.com. Pages 43-53

**Part 1**

**Introduction**

The lesson plans created for www.Kun8seeh.com are listed in order. Each section will have a description of the webpage and the actual textual content directly from the webpage without the images and audio. Most of the website development includes recorded parts of lesson plans and imovie videos for audio books. I have attached samples of Kun8seeh lessons and supplemental materials as images toward the end of this thesis, to give a more accurate depiction of Kun8seeh online learning.

This initial website was made as a foundational step in order to scaffold future lessons of varied fluency targets. The website, to date, provides introductory conversational Wôpanâôt8åôk through Kun8seeh 1.
Home Page

This page is the first page everyone sees. There are tabs for people to make an account with a user name and password. The main menu is also located here. Students will have access to materials once they have made an account and are approved by the instructor. The content is listed in a user friendly drop-down menu and includes links at the bottom of each page, so navigate the site easily.

Home Page Content from Kun8seeh:

kun8seeh

ku-noo-seeh 'talk to me'

Kun8seeh is an online community where you--a Wôpanâôt8âôk (Wampanoag Language) learner can engage with your language whenever you want, from wherever you want. This site seeks to provide new ways to learn and teach our ancestral language.

With the sole mission of increasing accessibility to all Wôpanâak language learners, Kun8seeh will continually add multi-media content to enrich our language reclamation journey. Please visit often for new content such as language lessons, games, and stories!

Kun8seeh’s “Tribal Household” Area
There is a variety of Kun8seeh content that is accessible to any Wôpanâak language learner. The content in the tribal member area has more informal material and less emphasis on lesson plans. This area is the first section of Kun8seeh’s site and its content includes the alphabet, common nouns, and interactive read aloud children’s books. This section of the site is made to engage tribal members of all ages and fluency levels. Content in this area mainly consists of visual aids and audio files, so images of this area are attached at the end of this document.

**Kun8seeh Student Area**

Kun8seeh is the student portion of the website where the majority of dialogue based lesson plans are located. Kun8seeh 1 follows a specific curriculum and will be offered as a class with content, assignments, and assessments in real time. There will be a variety of Kun8seeh class levels provided on the website, that will increase in fluency based on the American Council on the Teaching of Foreign Languages (ACTFL) scale.

**Kun8seeh Student Area Content from Kun8seeh:**

**Welcome to Kun8seeh!**
Kun8seeh was developed to make learning our language more accessible and to provide an interactive experience through audio and visual materials. There will be a variety of class levels provided, that will increase in fluency generally based on the American Council on the Teaching of Foreign Languages (ACTFL) scale. The first class offered is Kun8seeh 1.

The goal of Kun8seeh 1 is to learn conversational basics in Wôpanâôt8âôk. We will achieve this goal by practicing recognizing letters, making sounds, reviewing dialogue, listening to audio, listing common items, and completing grammar drills based on common topics. If you are currently registered for Kun8seeh 1 class, you will also have additional material and assignments provided in real time.

Please check the website often for class announcements such as additions to course material, upcoming events/classes, and other opportunities to engage in Wôpanâôt8âôk.

**Letters & Sounds**

This section has many sound files to introduce the letters, their sounds, a word example, and an image for each word. Students will access these by clicking on a button.

**Letters & Sounds Content from Kun8seeh:**
There are 7 vowels and 13 consonants and 3 special sounds from letter combinations in Wôpanâôt8âôk.

Click on the button below to hear the alphabet!

Â â A a CH ch EE ee E eH h K k M m N n Ô ô
8 P p Q q S s SH sh
T t TY ty U u W w Y y

**Letter Combinations**

ay uy uw

---

**Practicing Sounds**

This section provides students with audio for helpful phrases and some common nouns. An alphabet practice page is embedded in this section. The student will click on a button and a new page opens. This page allows the student to record themselves, so they can check their pronunciation and to interact with the instructor and other students.

**Practicing Sounds Content from Kun8seeh:**

This lesson's goal is for you to practice hearing and saying the sounds of Wôpanâôt8âôk.
You are encouraged to visit the alphabet page frequently. In addition to this interactive alphabet practice, there are more helpful word lists below.

Helpful Classroom Phrases

Wunee keesuq      'hi'
Peesh kunâush     'bye'
Nukees              'yes'
Mata                  'no'
Kupuyôhtamawush 'please'
Kutâputush   'thank you'
Weekôtamwee   'you're welcome' (gladly)
Anunumah!        'help (me)'
Ahch8sutah!       'listen (to me)'
Nuwahtam          'I understand'
Mata nuwahtam8 'I don't understand'
Nôpuwâsh!          'Repeat!'
Sun wah kunôpuwâm? 'Can you repeat?'

Common Nouns: People List 1

mukayuhs [m]    baby, child
nôkôp(âw) boy
nôkushq(âw) girl
washkeetôp(âw) man
mutumwuhsuhs woman
wushkeenun(euw) [m] young person

**Greeting Someone You Know**

This section provides dialogue with audio. The content is meant to be rehearsed and repetitious without any emphasis on grammar, but rather on memorizing common phrases and pronunciation.

**Greeting Someone You Know Content from Kun8seeh:**

Now that you had practice with letters and sounds, let's start talking!

**Instructions:** Find a partner and practice this dialogue together. One person will practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.
A: Wunee keesuq!

B: Chuh!

A: Sun kuwnây?

B. Nukees, nuwnây. Sun kuwnây?


B: Weekôtamwee

**Target Vocabulary:**

Chuh ‘hey’

Kutâpatôtamawush ‘thank you’ (formal use)

Nukees ‘yes’

Nuwnây ‘I am well’

Sun kuwnây? ‘Are you well’

Weekôtamwee ‘you’re welcome’ (gladly, happily)

Wunee keesuq ‘Hello, hi’ (good day)

**More helpful greetings & sayings...**

Wunee mâhtôpan good morning

Wunee keesuq good day

Wunee wunôq good evening

Wunee nuhkan good night
Thank you (informal)

Bye (literally: I will see you)

Meeting Someone New

This section provides dialogue with audio.

Meeting Someone New Content from Kun8seeh:

Meeting for the first time

Dialogue

Instructions: Find a partner and practice this dialogue together. One person will practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.

A: Wunee keesuq, Utah kutus8ees?

B: Kuweeqâhsun. Nutus8ees Sarah. Utah kutus8ees?

A: Nutus8ees Jason. Wuneekun kunakushkawununât.

B: Nukees, wuneekun kunakushkawununât wôk!

Target Vocabulary

Nutus8ees... ‘I am called…’

Nukees ‘Yes’
Kuweeqâhsun  ‘Good morning’ (you are in the light)

Peesh kunâush  ‘Bye’ (I will see you)

Utah kutus8ees?  ‘What are you called?’

Wôk  ‘also’

Wuneekun kunakushkawununât.  ‘It’s nice to meet you’

**Grammar**

First, let’s get comfortable saying things like hello and bye.

Learning a new language takes time, commitment, and patience.

We will not get into much discussion about grammar of greetings at this time. In this section, the goal is to be comfortable saying, hearing, and repeating the greetings and their appropriate responses. You can expect grammar exercises in upcoming lessons as we practice more and grow our vocabulary.

**Occupations & Hobbies**

This section provides dialogue with audio and visual aids. There are also grammar drills.

**Occupations & Hobbies Content from Kun8seeh:**
Instructions: Find a partner and practice this dialogue together. One person will practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.

Dialogue
A: Wuneekun kunakushkawununât.
B: Wuneekun kunakushkawununât wôk.
A: Utôh kutun anuhkôs?
B: Neen katnuhtôhtâeenun. Utah papômee keen?
A: Neen natupuweenun.

Target Vocabulary
Pronouns
Neen  ‘I’  Neenawun  ‘We’ (excluding the person you’re talking to)
       Keenawun  ‘We’ (including the person you’re talking to)
Keen  ‘You’  Keenôw  ‘You’ (plural, y’all)
Nâkum  ‘He/She’  Nâkumôw  ‘They’
wâmee  'all'
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>‘katnuhtöhtâeenun’</td>
<td>‘katnuhtöhtâeenuneuwak’</td>
</tr>
<tr>
<td>Teacher</td>
<td>‘kuhk8tamwuhtyâeenun’</td>
<td>‘kuhk8tamwuhtyâeenuneuwak’</td>
</tr>
<tr>
<td>Fisherman</td>
<td>‘n8tamåqâeenun’</td>
<td>‘n8tamåqâeenuneuwak’</td>
</tr>
<tr>
<td>Chef</td>
<td>‘natupuweenun’</td>
<td>‘natupuweenuneuwak’</td>
</tr>
<tr>
<td>Lawyer</td>
<td>‘wutunômatuwôkaneenun’</td>
<td>‘wutunômatuwôkaneenuneuwak’</td>
</tr>
<tr>
<td>Hunter</td>
<td>‘achâeenun’</td>
<td>‘achâeenuneuwak’</td>
</tr>
<tr>
<td>Retail/salesperson</td>
<td>‘ônuhquhshâeenun’</td>
<td>‘ônuhquhshâeenuneuwak’</td>
</tr>
<tr>
<td>Caretaker</td>
<td>‘nânauhuhtyaeenun’</td>
<td>‘nânauhuhtyaeenuneuwak’</td>
</tr>
<tr>
<td>Carpenter</td>
<td>‘wunâkuhtahôsuweenun’</td>
<td>‘wunâkuhtahôsuweenuneuwak’</td>
</tr>
<tr>
<td>Weaver</td>
<td>‘mônâkunuhtyaeenun’</td>
<td>‘mônâkunuhtyaeenuneuwak’</td>
</tr>
<tr>
<td>Farmer</td>
<td>‘ahkeehtyâeenun’</td>
<td>‘ahkeehtyâeenuneuwak’</td>
</tr>
<tr>
<td>Archer</td>
<td>‘peepumwâeenun’</td>
<td>‘peepumwâeenuneuwak’</td>
</tr>
<tr>
<td>Policeman</td>
<td>‘nânawunumwâeenun’</td>
<td>‘nânawunumwâeenuneuwak’</td>
</tr>
</tbody>
</table>
Grammar

In the dialogue above you have seen some new words such as ‘neen’ and ‘keen’. These are extremely helpful in making some simple sentences when you are just learning how to speak.

Neen which means ‘I’ and keen which means ‘you’ are known as pronouns--just like you’ve learned about in English. They can be useful all by themselves. Let’s learn how to make these simple sentences which we call equational sentences. Like the dialogue above, you’ve just met someone and you want to know what each other do for work etc. You can make these helpful sentences by:

1: Choosing a pronoun that you want

2: Choosing another noun

Example:

Scenario: I want to tell someone that I teach, but I don’t know how to use verbs in the language yet. I can’t say ‘I teach’ BUT I know that pronoun ‘I’ is neen and I know the word for teacher is ‘kuhk8tamwuhtyâeenun’ so we simply put those two nouns together and get:

Neen kuhk8tamwuhtyâeenun. ‘I am a teacher’
**Hiders (truncated finals)**

You may have noticed extra letters -euw in the plural section above such as:

achâeenuneuwak

ahkeehtyâeenuneuwak

You will see words that have these letters (and other combinations of letters). They will typically be written in parenthesis throughout language materials. In linguistic terms, these are called ‘truncated finals’, but we will call these letters (sounds) ‘hiders’ from now on. We call them hiders because they are part of the word, but they hide until we add more on the end of a word, like a plural ending. For example:

*Achâeenun(euw)* ‘hunter’

If we are just saying hunter then the hider vanishes:

**Neen achâeenun** ‘I am a hunter'

But if we want to say hunters, we need to add the plural marker -ak, so (euw) comes out of hiding and we get:

*Achâeenuneuwak* ‘hunters’

**Noun** hider plural marker for animates
You can see the difference between singular and plural for animates of our Occupations & Hobbies list above. We will learn more about how we use hiders when we learn more about things that have and need them.

**Let's Practice!**

**Exercise A**

Translate these sentences into English.

A: Neen katnuhtōhtāeenun.

B: Sun nākum katnuhtōhtāeenun wǒk?

A: Nukees, Sarah katnuhtōhtāeenun.

B: Sun keenōw katnuhtōhtāeenuneuwak?

A: Nukees! Neenawun katnuhtōhtāeenuneuwak.

**Exercise B**

Answer the questions as in the example using the appropriate pronoun: yes, I am...

Ex. Sun neen natupuweenun? ‘Am I a chef’?

Nukees, keen natupuweenun. ‘Yes, you are a chef’.
1. Sun neen ônuhquhshâeenun?

2. Sun neen peepumwâeenun?

3. Sun neen achâeenun?

Ex. Sun keen katnuhtöhtâeenun? ‘Are you a student’?
Nukees, neen katnuhtöhtâeenun. ‘Yes, I am a student’.

1. Sun keen ahkeehtyâeenun?

2. Sun keen wunâkuhtahôsuweenun?

3. Sun keen wutunômatuwôkaneenun?

**Exercise C**

Answer as in the example: No, I am...

Ex. Sun nâkum katnuhtöhtâeenun?
Mata, neen katnuhtöhtâeenun.

1. Sun nâkum peepumwâeenun?

2. Sun nâkum mônâkunuhtyâeenun?

3. Sun nâkum nânawunumwâeenun?
4. Sun nākum kuhk8tamwuhtyâeenun?

5. Sun nākum ahkeehtyâeenun?

**Exercise D**

Answer as in the example: Yes, we (not including you) are …

Ex. Sun keenôw achâeenuneuwak?
Nukees, neenawun achâeenuneuwak.

1. Sun keenôw achâeenuneuwak?

2. Sun keenôw wunâkuhtahôsuweenuneuwak?

3. Sun keenôw kuhk8tamwuhtyâeenuneuwak?

Answer as in the example: Yes, we’re all …

Ex. Sun keenawun wâmeekatnuhtôhtâeenuneuwak? ‘Are we all students’?
Nukees, keenawun katnuhtôhtâeenuneuwak. ‘Yes, we are students’

Answer these questions as in the example: Are you…Yes, we’re all…

Ex. Sun keen katnuhtôhtâeenun? ‘Are you a student’?
Nukees, neenawun wâmeekatnuhtôhtâeenuneuwak. ‘Yes, we’re all students’

1. Sun keen n8tamâqâeenun?

2. Sun keen kuhk8tamwuhtyâeenun?
3. Sun keen nânawuhtyâeenun?

Ex. Sun neen wôk natupuweenun? ‘Am I a chef too’?
Nukees, keenawun wâmee natupuweenuneuwak. ‘Yes, we’re all chefs’

1. Sun neen wôk n8tamâqâeenun?
2. Sun neen wôk achâeenun?
3. Sun neen wôk wutunômatuwôkaneenun?

**Answer Key:**
Nukees keenawun wâmee n8tamâqâeenuneuwak.
Nukees keenawun wâmee achâeenuneuwak.
Nukees keenawun wâmee wutunômatuwôkaneenuneuwak.

**Exercise E**
Now let’s disagree! Answer these questions by disagreeing and using plurals.
Ex. Sun keenôw wâmee katnuhtôhtâeenuneuwak?
Mata, weepee neen katnuhtôhtâeenun.
Or: Mata, neen katnuhtôhtâeenun, kah nâkum achâeenun.
1. Sun keenôw wâmeew n8tamâqâeenuneuwak?
2. Sun keen nânawumwâeenun?
3. Sun nâkumôw ônuhquhshâeenuneuwak?
4. Sun neenawun kuhk8tamwuhtyâeneuwak y8y8?
5. Sun keenôw wâmeew achâeenuneuwak?

**Introducing Ourselves & Others**

This section provides audio and visual material to teach Animate Intransitive verbs through introductions of oneself and others.

**Introducing Ourselves & Others Content from Kun8seeh:**

**Instructions:** Find a partner and practice this dialogue together. One person will practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.

Dialogue 1:

A: Wunee keesuq!
B: Wunee keesuq! Utah kutus8ees?
A: Nutus8ees Ava, Utah kutus8ees?
B: Nutus8ees Bill.

**Dialogue 2:**

A: Chuh Bill!

B: Kuweeqâhsun Ava!

A: Utah k8hkas wânah k8hsh us8eesuwak?

B: N8hkas us8eesuw Jan wânah n8hsh us8eesuw Paul.

**Target Vocabulary:**

Tahshay8ôk ‘family’

Us8eesu- ‘be called’

N8hkas ‘my mother’

Nutzus8ees ‘I am called’

K8hkas ‘your mother’

Kutus8ees ‘you are called’

N8hsh ‘my father’

Us8eesuw ‘He/She is called’

K8hsh ‘your father’

Us8eesuwak ‘They are called’

Kah ‘and’ mainland dialect

Wânah 'and' island dialect

Kuseeh ‘here it is’

Wôk ‘also’
**Grammar:**

In the conversation, you just learned:

Nutus8ees

Kutus8ees

Us8eesuw

Us8weesuwak

These phrases all have something in common: the verb us8weesu-.

What are the rules for putting us8weesu- in its different forms?

If you notice, there’s a prefix for ‘I am X’ and ‘you are X’

These prefixes will change forms when the verb doesn’t start with a vowel and we will get to that soon! But for now we will say them as:

Nut- ‘I’

Kut- ‘you’

There are two steps to make the full phrase ‘I am called X’ or ‘You are called X’

We simply attach the prefix (nut or kut) to the front of the verb us8eesu- and we get:

Nutus8eesu- or kutus8eesu-
Then with these phrases that end in u, we take the u off and we get:

Nutus8ees or kutus8ees

**Here’s another word like us8weesu- : anuhkôsu-.**

Nutanuhkôs. ‘I am working’

Kutanuhkôs. ‘You are working’

Anuhkôsuw. ‘He/She is working’

These are words that we call ‘verbs’: they describe what someone is doing.

For ‘he/she’, we treat us8eesu- a little different:

We do not attach a prefix at all, which gives us:

Us8eesu-

Then we add a ‘w’ as a suffix, which gives us:

Us8eesuw

For ‘they are called’ in the dialogue above, we also do not get a prefix, but we add a suffix just like he/she:

Us8eesu-

Us8eesuw
To say ‘they are called’ we add another suffix ‘ak’:

Us8eesuwak ‘they are called’

Wunee anuhkôs8ôk! (Good job!)

**Here are some more verbs for you to learn!**

Apu- 'sit, be in a place'

Ayu- 'live in a place'

All of the verbs we’ve seen so far start with vowels (a,u). Let’s learn some more verbs that start with a consonant because they sound a little different:

Meetusu- ‘eat’

Numeetus ‘I am eating’

Kumeetus ‘You are eating’

Notice that here that a letter ‘t’ seems to be missing, so instead of prefixes ‘nut-’ and ‘kut-’, we get:

Nu- ‘I’

Ku- ‘you’

The t was in the prefix of the verbs that start with vowels.
Thankfully, ‘he/she’ is still the same as the verbs that start with vowels! There’s no prefix and we just add a ‘w’ as a suffix on the verb.

Meetusu- ‘eat’
Meetusuw. ‘He/she is eating.’
Try to do these on your own for ‘I’, ‘you’, and ‘he/she’ is X.

Kusapusu- ‘be hot’
P8su- ‘get in a vehicle’ (can be car, ship, plane etc)
Qashqachu- ‘be cold’
Sâhkôsu- ‘be victorious’ (win, prevail)

**Negation**

This section introduces negation through use of audio dialogue and reinforces what students read and hear with grammar drills.

**Negation Content from Kun8seeh:**

**Instructions:** Find a partner and practice this dialogue together. One person will practice being “A” and the other person practice being “B”. After you do this,
switch roles, so each person gets a chance to ask and respond with all of the new terms.

Dialogue
A: Kuweeqâhsun!
B: Chuh! Sun kutus8ees Alyssa?
A: Mata nutus8eeseehw Alyssa. Nutus8ees Anaquhs.
B: Nutayushkôyânutam! Kuweeqâhsun Anaquhs! Sunumata k8hkas us8eesuw Jan?
A: Mata us8eeseeuw Jan. N8hkas us8eesuw Joanne.

Target Vocabulary

Nutus8ees ‘I’m called…”
Mata nutus8eeseehw ‘I’m not called…”
Nutayushkôyânutam ‘I’m sorry’
Mata us8eeseeuw ‘He/She is not called…”

Grammar: Negation

So we have gotten some practice to say that I’m doing something, you’re doing something, and he/she is doing something.
How do we express that we aren’t doing something? Let’s start with what we already know:

Us8eesu- ‘be named’

Nutus8ees

Kutus8ees

Us8eesuw

Now we want to say someone is NOT named:

Mata nutus8eeseehw Alyssa

'I am not named Alyssa'

As you noticed in the dialogue above we get a word we have used for ‘no’ which is mata then the prefix with our verb:

Mata nutus8eeseehw

The ‘u’ on the end of our verb ‘us8eesu-’ changes to ‘ee’ and we add a suffix ‘hw’

This is the same for ‘you are not named’:
Mata kutus8eseew

We get something slightly different for 'he/she is not named':
Mata us8eseewuw

We still need mata to start our negative phrase and then the final ‘u’
of us8eseu- changes to ‘ee’, then we add ‘uw’ on the end as a suffix.

If we need to add more things to a negative phrase, the negative suffix always
comes first!

Let’s Practice

Exercise A:

Answer these questions to make them negative and say someone is doing
something else instead:

Example:
Sun kumeetus? (Are you eating?)

Answer: Mata numeeteewu. Nutanuhkös. ‘I am not eating. I am working’.

1. Sun kutanuhkös?
2. Sun kuqashqach?

3. Sun Jalen anuhkôsuw?

4. Sun Mark wunâyuw?

5. Sun p8suw?

**Answer key:**

1. Mata nutanuhkôseehw. Numeetus. ‘I am not working. I am eating’
4. Mark mata wunâyeeuw. Mark qasqachuw. ‘Mark isn’t well. Mark is cold.’
5. Mata p8seeuw. Kusapusuw. ‘He/She isn’t getting in the car. He/She is hot.’

**Exercise B**

Translate this dialogue:

A: Good morning Shannon. Are you well?

B: Good morning James. I’m not well and I’m cold. Are you well?
A: Yes I’m well, but I’m not called James, I’m called Jared.

B: I’m sorry! Good morning Jared!

**Answer Key:**

Kuweeqâhsun Shannon. Sun kuwnây?

Kuweeqâhsun James. Mata nuwnâyeehw kah nuqasqach. Sun kuwnây?

Nukees nuwnây, qut mata nutus8eeseehw James. Nutus8ees Jared.

Nutayushkôyânutam! Kuweeqâhsun Jared!

**Exercise C**

Disagree to the sentence by responding yes as in the example:

Ex.

Mata kumeetuseehw. ‘You are not eating.’

Nukees, numeetus! ‘Yes I am eating!’

1. Mata us8eeseeuw Anaquhs.

2. Mata kuqashqacheehw.

3. Mata nutanuhkôseehw.

4. Mata sâhkôseeuw.

**Answer Key:**
Where Are You From?

This section reinforces animate intransitive verbs and introduces locative.

Where Are You From Content from Kun8seeh:

Instructions: Find a partner and practice this dialogue together. One person will practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.

Dialogue

A: Wunee keesuq. Utah kutus8ees?

B: Wunee keesuq, nutus8ees Ava. Utah kutus8ees?

A: Nutus8ees Matt, utôh kuwtômâsun?

B: Nuwtômâs Mâseepeeut. Utôh kuwtômâsun?

A: Nuwtômâs Aqinnahunut qut nutay Mâseepeeut neewuchee nutanuhkôs ut KC Coombsut. Sun kutanuhkôs ut mâseepeeut?

A: Utay8 ônuhquhshâkamuq?

B: ônuhquhshâkamuq us8eetamun Marshalls. Marshalls keeshkee seep8ut.

Target Vocabulary:

Utöh kuwtômåsun  ‘where are you from'(originally)

Måseepée  ‘mashpee’

Nâneeswee  'both'

Neetōp  ‘my friend’

Nuwtômås ...  ‘I am originally from…’

Neewuchee  ‘because’

Ônuhquhshâkamuq  ‘store’

Seep(8)  ‘river’

Ut  ‘in, on, at’

Us8eetamun  ‘it is called…’

Utay8  ‘which, whatever’

Grammar: Locatives
In this section’s dialogue, hopefully you’ve noticed that there are similar verbs and phrases that you’ve already learned. Something new we see and hear in this section is how we talk about locations! In the dialogue above you’ll see sentences such as:

**Nuwtômâs Mâseepeeut**

Nuwtômâs Aqunahunut qut nutay Mâseepeeut.

Nutanuhkôs ut ônuhquhshâkamuqut.

Like in the dialogue above, the locative marker in our language is -ut. This means ‘in, on, at’.

You have seen -ut used in sentences with verbs as in: Nutanuhkôs ut ônuhquhshâkamuqut. 'I am working at the store'

There is also another way to use -ut.

*Ut can go on to the back of any noun to mean ‘in, on, at’ that noun. When we do this, we add it to the noun after the hider, if there is one. For example:*

*Seep, ‘river’  Seep8ut, ‘at the river’

*Seep8ut can also mean ‘on the river’, ‘in the river’.*
excerpts from Jessie Little Doe beginner workbook 2012

**Dialogue**

A: Awâneek kutawâmâak?

B: N8hkas us8eesuw Betty kah n8hsh us8eesuw Jake. Utah papômee keen? Sun kutay Mâseepeeut?

A: Nukees, nutay Mâseepeeut. Sun k8hkas anuhkôsuw ut Mâseepeeut?

B: Nukees, nâneeswee n8hkas kah n8hsh anuhkôsuwak ut Mâseepeeut.

**Exercise A**

Translate the following:

I live in Mashpee. Do you live in Mashpee?

Yes, I live in Mashpee, but I’m from Aquinnah.

Do you work in Mashpee?

No. I work in Falmouth, but my mom and dad work in Mashpee.

Answer key (with audio):

Nutay Mâseepeeut. Sun kutay Mâseepee?
Nukees. Nutay Mâseepeeut, qut nuwtômâs Aquinnahunut.

Sun kutanuhkôs ut Mâseepeeut?

Mata. Nutanuhkôs ut Falmouthut, qut n8hkas kah n8hsh anuhkôsuwak ut Mâseepeeut.

**Daily Routine**

**Daily Routine Content from Kun8seeh:**

In this chapter, we will learn how to discuss our daily routine in simple terms. We will continue to build on our "Daily Routine" throughout future lessons.

**Dialogue**

A: Utah kutuseem y8 keesukahk?

B: Peesh nut8hkeem neeut nupâmuhshâm.

A: Sun peesh kumeetus?

B: Nukees, peesh numeetus.

A: Sun kutap keekut?

B: Mata. Numôcheem.

**Target Vocabulary**

stems:
usee- 'do'
t8hkee- 'wake up'
pâmuhshâ- 'walk'
meetusu- 'eat'
apu-'stay in a place'
keekut 'in, on, at your house'
môchee- 'leave'

Phrases
kutuseem 'you are doing X'
yâ kreesuhk 'today'
nut8hkeem 'I am waking up'
nupâmushâm 'I am walking'
kumeetus 'you are eating'
kutap 'you are staying'
umôcheem 'I am leaving'

Grammar
In this dialogue we see some familiar verbs and some new ones! We will learn in this lesson how to make more AI verbs that end with -ee and -â.

Remember, if a verb starts with a vowel we need a letter t between the prefix and verb:
nuŋuseem 'I am doing X'

For these verbs that end in a long vowel such as ee or â:

Let's start with t8hkee-

For 1st (I) and 2nd (you) person we select our prefix for whoever is doing the verb:

nu- 'I' (nut- if the verb starts with a vowel)
ku- 'you' (kut- if the verb starts with a vowel)

then we attach the verb:

nut8hkee-

Then, we add an -m to get:

nut8hkeem 'I wake up/I am waking up'

kut8hkeem 'you are waking up'
For 3rd person (he or she), we don't have a prefix, just as you've already learned in previous lessons about these types of verbs. We will add a suffix -w on the end of our stems that end with these long vowels:

t8hkee- 'wake up'

T8hkeew 'he/she is waking up'

**Unahqat**

**Dialogue**

A: Utah unahqat?

B: S8kunôn y8y8.

A: Sun tahkây wôk?

B: Nukees, tahkây.

**Target Vocabulary**
Wunahqat. It is good weather.
Matahqat. It is bad weather.
Pahkaqat. It is clear.
Kuhpahqat. It is overcast.
Wâpâyuw. It is windy.
Aweepun. It is calm.
Awan. It is foggy.
Sâkunôn. It is raining.
Ukuchâmûn. It is lightning.
Pataqahan. It is thundering.
Muhshuhtahshun. It is storming.
Kusuteâw. It is hot.
Tahkây. It is cold.
Muhipuw. It is snowing.

Dialogue

A: Kuweeqâhsun Tia!
B: Kuweeqâhsun Sam!
A: Sun awan?
B: Mata awanun8hw, qut kuhpahqat.

**Target Vocabulary**

Wunahqat. It is good weather.

Mata wunahqatun8hw. It isn’t good weather.

S8kunôn. It is raining

Mata s8kunônun8hw. It isn’t raining.

Kusuteâw. It is hot (weather).

Mata kusutân8hw. It isn’t hot (weather).

Tahkây. It is cold (weather).

Mata tahkân8hw. It isn’t cold (weather).

Muhpuw. It is snowing.

Mata muhpuwun8hw. It isn’t snowing.

Aweepun. It is clear.

Mata aweepunun8hw. It isn’t clear.
Kuhpahqat. It is very cloudy.
Mata kuhpahqtun8hw. It isn’t very cloudy.

Awan. It is foggy.
Mata awanun8hw. It isn’t foggy.

Wâpâyuw. It is windy.
Mata wâpân8hw. It isn’t windy.

Pataqahan. It is thundering.
Mata pataqahanun8hw. It isn’t thundering.

Ukuchâmun. It is lightening.
Mata ukuchâmunun8hw. It isn’t lightening.

Muhshuhtahshun. It is storming.
Mata muhshuhtahshun8hw. It isn’t storming.
Part 2

The following images are from www.Kun8seeh.com. Most pages on Kun8seeh have audio files, embedded video, and animated buttons. These images give an accurate depiction of what the experience looks like for language learners.

Kun8seeh Images

The image above is the top portion of the home page. This is how language learners access Kun8seeh’s content through their account.
Letters & Sounds

There are 7 vowels and 13 consonants and 3 special sounds from letter combinations in Wôpanâôt8âök.
Click on the button below to hear the alphabet!

<table>
<thead>
<tr>
<th>Letter</th>
<th>Word Example</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>anum</td>
<td><img src="image1" alt="Picture" /></td>
</tr>
<tr>
<td>â</td>
<td>âahkeeôm8w</td>
<td><img src="image2" alt="Picture" /></td>
</tr>
</tbody>
</table>
Common Nouns: People List 1

<table>
<thead>
<tr>
<th>Term</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>mukayuhs [m]</td>
<td>baby, child</td>
</tr>
<tr>
<td>nōkôp(âw)</td>
<td>boy</td>
</tr>
<tr>
<td>nōkushq(âw)</td>
<td>girl</td>
</tr>
<tr>
<td>washkeetôp(âw)</td>
<td>man</td>
</tr>
<tr>
<td>mutumwuhsuhs</td>
<td>woman</td>
</tr>
<tr>
<td>wushkeenun(øuw) [m]</td>
<td>young person</td>
</tr>
</tbody>
</table>

Click here to practice your pronunciation

NEXT LESSON

The image above shows how most pages look. There are audio and visual materials. There are also buttons that are linked to more interactive material or the next lesson plan.
Alphabet Practice

Now that you have gotten a chance to familiarize yourself with the letters and sounds of Wópanáәtәnәgiłłok, let's try recording ourselves for practice! Simply press the microphone icon to record and leave a comment if you like.

This is an image of Kun8seeh’s recording capabilities. Students can interact with their instructor and fellow students. The student will practice their dialogues and vocabulary and then upload their attempt of an oral assignment.
Meeting Someone New

Meeting for the first time
Dialogue
Instructions: Find a partner and practice this dialogue together. One person practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.

A: Wuneek keesuq, Utah kutus8ees?
B: Kuweeqâhsun. Nutus8ees Sarah. Utah kutus8ees?
A: Nutus8ees Jason. Wuneekun kunakushkwununât.
B: Nukees, wuneekun kunakushkwununât wôk!

Click on the icon to hear the dialogue:

Target Vocabulary

Nutas8ees... ‘I am called...’
Nukees ‘Yes’
Kuweeqâhsun ‘Good morning’ (you are in the light)
Peesh kunâush ‘Bye’ (I will see you)
Utah kutus8ees? ‘What are you called?’
Wôk ‘also’
Wuneekun kunakushkwununât. ‘It’s nice to meet you’

Greeting Someone You Know

Now that you had practice with letters and sounds, let’s start talking!

Instructions: Find a partner and practice this dialogue together one person practice being “A” and the other person practice being “B”. After you do this, switch roles, so each person gets a chance to ask and respond with all of the new terms.

A: Wuneek keesuq!
B: Chuh!
A: Sun kuwnây?
B: Nukees, nuwnây. Sun kuwnây?
B: Weekôtamwee

Click on the icon to hear the dialogue:
Occupations & Hobbies

Dialogue
A: Wuneekun kunakushkawununát.
B: Wuneekun kunakushkawununát wók.
A: Utȟóh kutun anuhkós?
B: Neen katnuhtóhtáeenun. Utȟah papeéee keen?
A: Neen natupuweenun.

Introducing Ourselves & Others

Dialogue 1:
A: Wunee keesuq!
B: Wunee keesuq! Utȟah kutus8eess?
A: Nutus8eess Ava, Utȟah kutus8eess?
B: Nutus8eess Bill.

Dialogue 2:
A: Chuh Bill!
B: Kuweeqáhsun Ava!
A: Utȟah kóhkas wánah kóhsh us8eessuwak?
B: Náhkas us8eessuw Jan wánah náhsh us8eessuw Paul.

Target Vocabulary:
Tahshay8óok ‘family’
Náhkas ‘my mother’
Kóhkas ‘your mother’
Náhsh ‘my father’
Kóhsh ‘your father’
Us8eessu ‘be called’
Natus8eess ‘I am called’
Kuts8eess ‘you are called’
Us8eessuw ‘He/She is called’
Us8eessuwak ‘They are called’

Kah ‘and’ mainland dialect
Wánah ‘and’ island dialect
Kuseeh ‘here it is’
Wók ‘also’
The above image is a sample of the “Negation” lesson. The lesson has audio for its dialogues and vocabulary, as well as a variety of grammar drills.
Daily Routine

In this chapter, we will learn how to discuss our daily routine in simple terms. We will continue to build on our 'Daily Routine' throughout future lessons.

Dialogue
A: Utah kutuseem y8 keesukahk?
B: Peesh nut8hkeem neeet nupmuhshâm.
A: Sun peesh kumcetus?
B: Nukees, peesh numeetus.
A: Sun kutap keekut?
B: Mata. Numôcheem.

Target Vocabulary
stems:
usee- 'do'
t8hkee- 'wake up'
pâmuhshâ- 'walk'
meetusu- 'eat'
apu- 'stay in a place'
keekut 'in, on, at your house'
môchee- 'leave'

Phrases
kutuseem 'you are doing X'  
y8 keesukahk 'today'
nut8hkeem 'I am waking up'  
nupmuhshâm 'I am walking'  
kumcetus 'you are eating'
kutap 'you are staying'
umôcheem 'I am leaving'
The Wópanáak Language Reclamation Project has been steadily working to grow its library. Design and publication of these books are made possible through generous grants from the Department of Education and First Nations Development Institute. A very special thank you to Grassroots Indigenous Multimedia for the use of their story line.

It is my hope that audio books will encourage people and their families to have story time together in our language. Each book has an English term and Wópanáak term page before the story begins. Please check back for additions to this page!

This is an image of the audio books page. They were created in imovie, then translated and narrated by me. The story follows along with narration in the target language. The goal for future audio books is to have the text highlight while reading.
The above image shows bodies of water, which is an important aspect of Wôpanâak culture. There are several pages in Kun8seeh, similar to this page, that have vocabulary lists that accompany audio.