

"WE ARE N|UU HUNTERS"

"C-A |X'OA N|UU-KI"

A conversational-fluency oriented approach
to N|uu-ki acquisition and indigenous
language revitalization

*Language-
Hunting
adapted to
!Khomani
San N|uu-ki*

Foreword

On July 2013 I began a four-month-long internship with the South African San Institute (SASI). Having been asked to try and use my IT experience to help organize convenient platforms for learning N|uu, I recalled reading online about two twin language acquisition systems called "Where Are Your Keys" (www.whereareyourkeys.org) and "Language Hunting" (www.languagehunters.org), which were specifically designed for revitalizing endangered indigenous languages. I also realized that given the extremely limited internet access in the Kalahari (in fact, the limited access to computers altogether), an appropriate solution should be something that can be used "offline" and possibly in hard-copy.

The result is this document.

The purpose of this "manual" is to demonstrate how N|uuki can be learned and taught within the community, using existing assets and with minimal need for additional external resources and guidance. Being based on my current (rather loose) understanding of "Where Are Your Keys" (WAYK) and "Language Hunting" (LH), it focuses on learning through rapidly building-up conversation-ability, beginning with basic and simple conversations then gradually expanding them to include more elaborate structures and expanded vocabulary.

I hope that introducing the materials in this way will make it much more accessible to the †Khomani San community, and enable them to revitalize N|uuki on their own terms.

[thanks and acknowledgements]

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What are "Where Are Your Keys" and "Language Hunting?"

"Where Are Your Keys?" (WAYK) is an interactive technique for learning languages directly from native speakers. It is a game-based approach which uses gesture and sign language to facilitate immediate communication in the target language. The game trains speakers in language fluency. ... It prioritizes grace and effortless command of fundamental skills, over sheer accumulation of vocabulary. It won't turn you into a walking dictionary of your target language; it will turn you into a graceful speaker of the fundamental adult speech of your target language" (["Where Are Your Keys?" on Wikipedia.com](#))

Language Hunting is a system of techniques for community language education and revitalization, and a philosophy for teaching and learning, guided by results. Language Hunt players are also teacher-trainers, so that the ability to teach and learn is passed on indefinitely to other players. All this is accomplished through a fun, contagious, high-energy game focused first on encouraging fluent conversation. ([From LanguageHunters.org](#))

Essentially, both WAYK and LH are a collection of language-learning techniques, passed-on and applied in a group-game setting.

Occasionally, throughout this booklet, I will point to some of these techniques and explain their relevance (I find that practical examples are the best way to learn these techniques, and improve the chances of applying them similarly in the future

If you're interested in more techniques or further explanations of the techniques mentioned here – these can be found in places such as the WAYK wiki: , on the systems' websites, blogs and online discussion groups: , or in the Language Hunter's Kit:

<https://leanpub.com/languagehunterskit>

Important Disclaimer

N|uu-ki cannot be revitalized from a book. Language doesn't exist in script, and the purpose of this booklet is not to become a source of knowledge from which N|uu-ki should be learnt. Language exists between people, and without such connections – it is meaningless .

Both WAYK and LH emphasize that language acquisition should be done with little-to-no written material, and focus as much as possible on human interaction. The extreme approach calls for no note-taking, no worksheets and no textbooks. Therefore, what this booklet aims to do is demonstrate how lively real-time human interactions can be designed and directed to maximize language acquisition and build up quick conversational fluency in N|uu-ki. The best way to use it is to use it as a source of inspiration to creating your own "hunts". Your own "games". Your own conversations.

The Hunt

This booklet is a collection of "hunts" or small "games" (we'll call it hunts from now on). In each hunt, the players "hunt" for a certain conversational skill. A hunt focuses on a very specific and limited type of conversation, in order to make it easier to gain fluency in it.

For example, a most basic conversation would be :

What is that?

Cui xae a?

That is a rock.

|uru kee

What is that?

Cui xae a?

That is a stick.

Ooo kee

Achieving fluency in such a conversation should be relatively easy. Once it is achieved, the hunt can continue for the next conversation type, ideally one that is directly expanding the previous:

What is that?	Cui xae a?
That is a rock.	uru kee.
Is that a rock?	uru xae?
Yes. It's a rock.	Ce. uru kee.
Is that a stick?	0oo xae?
No. It's not a stick. It's a rock.	n!o-i. 0oo ke ae. uru kee .

As you will see, the booklet contains a collection of such mini-hunts, each continuing the previous and building up further fluency in more and more types of conversations. To make it more appealing and adapt it specifically for for N|uu, I tried to arrange these hunts according to categories inspired by traditional Bushmen life. This way, players not only engage in language acquisition, but also directly discuss traditional skills and knowledge (such as hunting practices, tracking, foraging, food and craft preparation, dancing, etc).

How to hunt?

For a more elaborate explanation of methods – one should look into WAYK and LH resources (XXXXXX).

The following is quite enough to start with, and is a summary of what I view as the most necessary essentials.

You'll need:

1. **Group** – a group of N|uu-ki hunters. Old or young, men or women, any number from 2 to a lot. However, if the groups are very big, you might want to separate into several smaller groups for more convenient and intimate conversations. Another good option is to have an "inner circle" of 2-4 players, and an outer circle of observers who aren't directly playing, but can still watch and imitate the players.
2. **Target conversation** – the piece of language that would be acquired in this game. A type of conversation. In our case, these are the hunts shown in this booklet, but one can also create others based on what we'd like to learn/teach.
3. **Setup** – the things that we will talk about. It can be items, arranged in a certain way, or a sitting arrangement, or something else. For the hunts included in this booklet I give examples of an appropriate setup. It's important to keep the setup clear and simple, so as not to confuse!

Playing Instructions:

1. Start by taking a small "**bite-size**" **piece** of conversation (a hunt, or a part of a hunt)
2. **Copycat round:** The experienced hunter expresses, and others copy as best as they can. When everyone feels good and comfortable – proceed to next round:
3. **"My turn, your turn" round:** The experienced hunter initiates conversation with a specific player, then motions the player to initiate the same conversation from his/her side. Interaction is kept between the experienced hunter and the other players – one each at a time.

4. **Round-table round:** The conversation is initiated by the players, at each other. Each player initiates the conversation with the player next in the circle – until it comes back to the experienced player.
5. **Free-play round:** Same as round-table, but without a particular order!
6. Continue to **next bite-size piece** (next hunt, or next part of the hunt)

General "rules"

Keep it alive!

Language is a living, flowing thing. Don't get stiff or too hung up on exact pronunciation/proper structure! Flow with the game, laugh, breathe and communicate – not just with words.

Use your whole body!

This is directly related to Keeping it alive! Use hand gestures, invent specific signs for certain words, and don't be afraid to exaggerate them! Using gestures with specific words helps memory, and empowers the unspoken communication between players/hunters. It also keeps the blood flowing and energy levels higher.

Stick to "here and now!"

At least in the beginning, always make the conversation about things that are here and now, and that you can even reach out and touch. Don't talk about imagined items – put the items on the table/floor/ground in the middle of the game, and talk about them directly.

Keep it simple and clear!

Use items that can't be confused for something else. A stick that's too long can be a whip. If it's really really small and short – do we mean 'twig'? or 'dirt'? Don't fall into this un-clarity. Use a stick that's the most stick-like stick that you can find .

Similarly, get rid of anything that messes up the setup. Remove unnecessary objects and maintain a simple and clear learning environment. If noise doesn't help the setup – go somewhere quiet. If a windy weather messes up the sandy surface on which you work – go somewhere sheltered (but if wind can be part of the setup – such as in discussing tracking and ageing of tracks – perhaps you might want to deliberately go outside and look at the sand being swept away on a windy day.(...

N|uu! N|uu! N|uu!

Once you decide on the target conversation, the best thing would be to stick only to N|uu. No asking questions and no explanations in English or Afrikaans. Immerse yourself in the target language and target conversation. Everything you need to understand can come from a good paced progression from copycat to free-play. Take the time to hear the language and try to 'feel' it, before you fall back to the convenience of other languages.

Creating more hunts

Decide on a bite-size target conversation. This would usually be a question and the answer it demands, or a command and the action it motivates.

Think of the setup – the setting, props and arrangement that fits this conversation.

If fluent speakers are available - use the setup to "hunt" the language from them. If not, you can use the language resources (see XXXXXXXXXX) to find similar grammatical structures and the required vocabulary – and construct the translations yourself.

Make sure you make the conversation with full sentences (If the question is "is that a stick" then an example of a partial answer is "Yes", and an example of a full answer is "Yes, it is a stick").

Reading and Writing N|uu-ki (Pronunciation and Transliteration)

[TBD]

N|uu-Hunting Examples

Basic example – The tiny hunt

What is that? – Cui xae a?	
What is that?	Cui xae a?
That's a stone.	uru kee.
What is that?	Cui xae a?
That's a stick.	0oo kee.
Is that a stone?	uru xae?
Yes. It's a stone.	Ce. uru kee.
Is that a stick?	0oo xae?
No. It's not a stick. It's a stone.	N!o-i. 0oo ke ae. uru kee.

Setup: Empty surface, with a regular looking stone and a plain stick to match



Language Hunting techniques used:

"What is that?"... In the first part – knowing just how to ask "cui xae a?", one can 'hunt' for the names of the objects ("|uru", "0oo").

In the second part, notice the **technique: Make someone say "Yes"/"No"**! By asking if the stone is a stone – you make the other player say "yes" (you 'hunt' for "yes"). By asking if the stick is a stone – you 'hunt' a "No".

Example 2: Meeting and Greeting

Who are you?

I – ŋ , You – a , Him/Her – ku , It – ki , We (all) – i , We (but not you) – si , You (plural) – u , Them (human) – kin , Them (non-human) – kike

Who are you?

Cuu xae a?

I am []

ŋ ke ŋ ____

Who am I?

cuu xae ŋ?

You are []

a ke ŋ ____

Who is that?

cuu xae a?

It is ...

Ku ke ŋ ____

Are you []?

a ŋ ____?

Yes. I am [].

Ce. a ke ŋ ____.

Am I []?

ŋ ____?

No. You are not []. You are [].

N!o-i. a ||u ke ŋ ____ . a ke ŋ ____.

Setup: No objects required! Just people standing or sitting in a circle

Important: use exaggerated gestures to indicate people (point)

Game progression:

1. **First round** – copycat the experienced player
2. **Second round** – The experienced speaker asks other players one at a time, and then changes roles and they ask him/her
3. **Third round** – each player asks the next in the circle
4. **Fourth round** – Free-play!

If everyone's comfortable – it might be nice to mix-in some basic greetings:

Good morning

!xaika

How did you sleep?

G|a jee 0un-a?

I slept

n-a 0un-a

I'm awake / I awoke / I'm alive

n-a !'hou-a

Goodbye (I go)

ŋ ||'e

Go well ("go!")

||'e-a

Thanks

aio

Sleep well

kisin 0una

Hunting |x'oa-ki

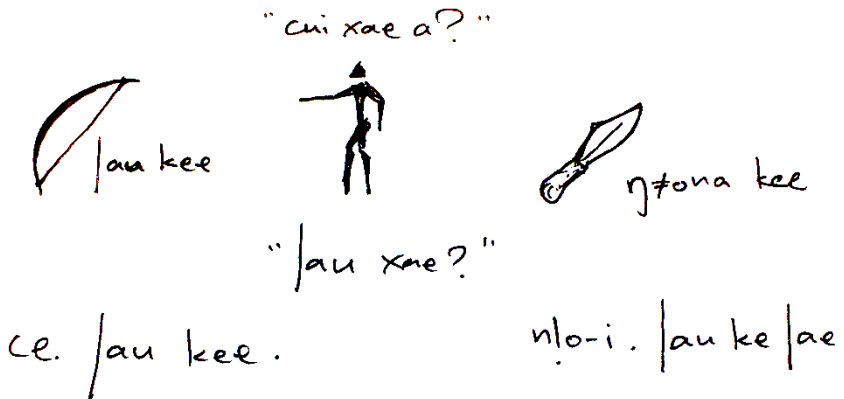


What is that? – Cui xae a? (hunting tools)

Bow - |au , Knife – ŋɛona , Arrow - ||haŋ n|ŋ , Spear – ŋɛona ɛoo , Axe - !'o ,
 Quiver - , Stick – 0'oo , Trap – slaxa , Stone - |uru

What is that?	Cui xae a?
That's a bow	au kee
What is that?	Cui xae a?
That's a knife	Nɛona kee
Is that a bow?	au xae?
Yes. It's a bow	Ee, au kee
Is that a knife?	nɛona xae?
Yes. That's a knife.	Ee, nɛona kee
Is that a bow?	au xae?
No. That's not a bow. That's a knife.	N!o-i, au ke ae. nɛona kee.

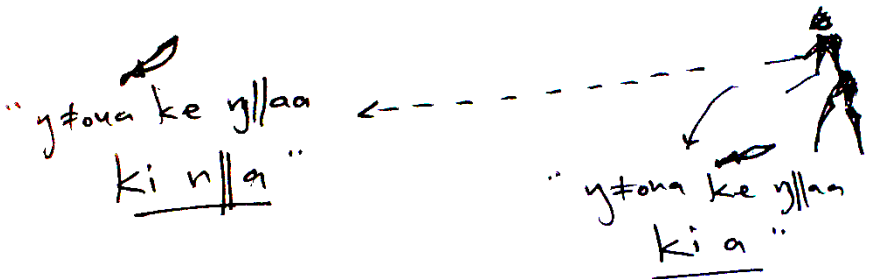
Setup: Just two or more hunting tools, spread out on the game surface



Where? - Kija xae (here, there)

Here – ki a (this place) , There – ki n a (that place)	
Where is the bow?	Kija xae au?
Here is the bow	au ke η aa ki a
Where is the knife?	Kija xae η‡ona?
Here is the knife	η‡ona ke η aa ki a
Is the knife here?	η‡ona η aa ki-a?
Yes. The knife is here.	Ce. η‡ona ke η aa ki a
Is the bow here?	au η aa ki-a?
Yes. The bow is here.	Ce. au ke η aa ki a
Is the cup here?	bikirsi η aa ki-a?
No. The cup is not here.	n!o-i. bikirsi ke u η aa ki a
Where is the cup?	Kija xae bikirsi?
There is the cup!	bikirsi ke η aa ki n a

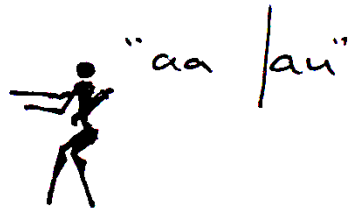
Setup: Put some of the objects "here" – on the surface where the game is played, and the other object/s "there" – say, on the other side of the room...



Basic "trading game" – Give/Take

<i>Take - i, Give – aa</i>	
Where is the knife?	Kija xae nɕona?
Here is the knife.	Nɕona ke ŋ aa ki a
Take the knife	i nɕona
Take the bow	i au
Give the knife	aa-a nɕona
Take the knife	i nɕona
Thanks!	Aio!
Give the bow	aa au
This is not a bow. It's a knife.	au ke æ. nɕona kee
Take the knife.	i nɕona
No! Don't give the knife. Give the bow.	N!o-i, ɕi aa ŋɕona. aa au
Take the bow.	i au
Thank you.	Aio!

" |i |au "



****Note the usage of technique: "make me say no" (by giving the wrong item). In this case it also forces "don't do" – "ɕi"***

Whose?

My – ŋ ... , Your – a ... , His/Her – ku ... , Our – i ... , Your (pl) – u , Their – kin	
Whose knife is it?	Cuu ŋɬona xae a?
It is my knife.	ŋ ŋɬona kee
Whose bow is it?	cuu au xae a?
It is your bow.	a au kee.
Is it my bow?	ŋ ŋ au xae?
Yes. It's your bow.	Ce. a au kee.
Is it my knife?	ŋ ŋ ŋɬona xae?
No. It's not your knife. It's my knife.	n!o-i. a ŋɬona ke ae. ŋ ŋ ŋɬona kee.
What is that?	cui xae a?
That's his/her axe.	ku !'oo kee.

Setup: place the objects in front of certain players

Important tip: use exaggerated gestures to indicate ownership ("my", "your"...).

Full trading game

Want - ꜜao-a , Have – ki , Take - i , Give – aa	
Give me your knife.	aa-ŋ a ŋꜜona
Take my knife.	i-a ŋ ŋꜜona
Thank you!	Aio!
Do you want my bow?	g a ꜜao-a ŋ au?
Yes. I want your bow.	Ce. n-a ꜜao-a a au.
Here – take my bow.	Ki-a - i-a ŋ au.
Thanks!	Aio!
Do you want your knife?	g a ꜜao-a a ŋꜜona?
No. I don't want my knife. I want your bow.	N!o-i. ŋ u ꜜao-a ŋ ŋꜜona. n-a ꜜao-a a au.
Now you have my bow. You have my bow, and I have your knife.	a ki ŋ au. a ki ŋ au ŋ a n-a ki a ŋꜜona.
Yes. I have your bow and you have my knife.	Ce. n-a ki a au, n a ŋ ki a ŋꜜona.
Do you have your knife?	g a ki a ŋꜜona?
No. I don't have my knife. You have my knife. I have your bow.	N!o-i. n-a u ki ŋ ŋꜜona. a ki ŋ ŋꜜona. n-a ki a au.
Do you want to give me the bow?	g a ꜜao-a i-ŋ au?
No. I don't want to give you the bow.	n!o-i. n-a u ꜜao-a i-a au.

***Tip:** Whenever doing a game, start with the more basic hunts that preceded. For example – in this case start with "what is that?", "whose is that?", mix "whose" with "give/take" ("Give-me my bow"), then add the new "Have/Don't have" and "Want/Don't want" separately, before diving into a full trading game...

Where? - Kija xae (objects in relation to each other)

On - ai-soo ("on-top sit"), Under – cxa-u , In front of - haa , Behind - ts'ii-soo , Beside - xaa-soo , Inside - 'ii-soo , Outside - hu , "kamaku"	
Where is the knife? The knife is on top of the bow. Where is the bow? The bow is under the knife Is the knife on the bow? Yes, the knife is on the bow. Is the bow under the knife? Yes. The bow is under the knife. Is the knife under the bow? No. The knife is not under the bow. The knife is on the bow.	Kija xae nɕona? ŋɕona ke ai-soo au Kija xae au? au ke cxa-u ŋɕona ŋɕona ai-soo au? Ee, ŋɕona ke ai-soo au au cxa-u ŋɕona? Ce. au ke cxa-u ŋɕona ŋɕona cxa-u au? N!o-i. ŋɕona ke u cxa-u au. ŋɕona ke ai-soo au.
Where is the knife? The knife is beside the bow. The knife is behind the bow. The bow is in front of the knife.	kija xae ŋɕona? ŋɕona ke xaa-soo au ŋɕona ke ts'ii-soo au au ke haa-soo ŋɕona
The stone is in the cup The stone is outside the cup	uru ke 'ii-soo bikirsi uru ke hu-soo bikirsi / uru ke ŋ bikirsi kamaku

Game – "put"

Put - hoo, Pick-up - ee-uu	
Give me the knife	aa-ŋ ɲɕona
Take the knife	i-a ɲɕona
Put the knife on the bow	hoo-a ɲɕona ai-soo au
I put the knife on the bow.	n-a hoo ɲɕona ai-soo au
Is the knife on the bow?	ɲɕona ai-soo au?
Yes the knife is on the bow.	Ce. ɲɕona ke ai-soo au
Where is the bow?	Kija xae au?
The bow is under the knife.	au ke cxa-u ɲɕona
Put the knife under the bow.	hoo-a ɲɕona cxa-u au
I put the knife under the bow.	n-a hoo ɲɕona cxa-u au
Is the knife under the bow?	ɲɕona cxa-u au?
Yes. The knife is under the bow.	Ce. ɲɕona ke cxa-u au.
Is the knife on the bow?	ɲɕona ai-soo au?
No. The knife is not on the bow. The knife is under the bow.	ɲ!o-i. ɲɕona ke u ai-soo au. ɲɕona ke cxa-u au
Take the knife and put it beside the bow.	i-a ɲɕona ɲ a hoo-a xaa-soo au
I take the knife and put it beside the bow.	n-a i ɲɕona n a hoo-ki xaa-soo au
Where is the knife?	Kija xae ɲɕona?
The knife is beside the bow.	ɲɕona ke xaa-soo au

How many (counting)

Many – kebeke	
How many stones? One stone. How many sticks? Two sticks. ... Many stones.	He ki uru-ke he kebeke? (XXXXXXXX) uru he oe He ki 0oo-ke he kebeke? 0oo-ke ni !uu ... uru-ke ni kebeke

More - , Less -	
There are more sticks than stones There are less stones than sticks Are there more sticks than stones? Yes. There are more sticks than stones. Are there less stones than sticks? Yes, there are less stones than sticks. Are there more stones than sticks? No. There aren't more stones than sticks. There are less stones than sticks.	

Trading game (how many)

How many stones do you have?

I have 5 stones

Can you give me stones?

How many stones do you want?

I want 3 stones.

Ok. Here, take 3 stones.

Thanks.

How many sticks do you have?

I have 4 sticks.

Give me sticks!

How many sticks do you want?

I want 3 sticks.

Take 2 sticks

No. I don't want 2 sticks. I want 3 sticks.

I give you less!

Give me more...

All - , Everything - , Nothing -

Give me all your sticks

Now I have nothing. You have everything.

|uru-ke he kebeke he a ki?

a ki |uru-ke he XXXXXX

What is that? - Animals (it's what we hunt...)

Springbok – g!ae , Gemsbok - !ae , Kudu, Steenbok - †un , Eland – saa ,
 Duiker, Rooi Hartebeest - !aa , Blue Wildebeest - |ee , Porcupine - |ooke ,
 Squirrel, Jackal – koro , Springhare - |au , Rabbit - n!au, Bird - |uisi , Lizard,
 Snake - |aasi

Lion - !hoe , Leopard - ‖abe , Cheetah - !x'aru , Hyena – g‖ai , Mongoose –
 g†ae , dog - †hun , wild dog - ‖xuri , cat – mOoa , Caracal - !'haa , Mouse –
 Ts'uruke , Ostrich – cue , Aardvark - ‖hama, Scorpion - ‖ana

What is that?

(repeat of old 'what is that?', but with
 animal pictures)

Cui xae a?

Setup: Images such as these in the following pages can be used. Another idea
 is to have a collection of cards or bones – with the picture of the animal on
 one side.

What/Who do you want to hunt?

What do you want to hunt?

I want to hunt springbok.

Do you want to hunt springbok?

Yes, I want to hunt springbok.

Do you want to hunt porcupine?

No, I don't want to hunt porcupine. I
 want to hunt springbok!

So we will hunt springbok.

Yes. We will hunt springbok.

We will not hunt porcupine.

No. We will not hunt porcupine. We
 will hunt springbok.

Ok. Let's go hunt springbok!

Cui xae a †ao-a |x'oa?

n-a †ao-a |x'oa g!ae

g|a †ao-a |x'oa g!ae?

ee. n-a †ao-a |x'oa g!ae

g|a †ao-a |x'oa |ooke?

n!o-i. n-a ‖u †ao-a |x'oa |ooke. n-a
 †ao-a |x'oa g!ae

So, c-a si |x'oa g!ae.

Ce. c-a si |x'oa g!ae.

c-a si |x'oa |ooke |ae

n!o-i. c-a si ‖u |x'oa |ooke. c-a si
 |x'oa g!ae.

Where is the animal?

(play with images of animals in certain places)	
Where is the _? The springbok is in the veld The porcupine is in the bushes The aardvark is in the hole The snake is in the tree The Jackal is on the dune The weaver is outside the nest The gemsbok in in the pan The eland is far	Kija xae _? XXXXXXXXXXXX g!ae ke ɲ aa ɕ'haa ooke ke ɲ aa bosike hama ke ɲ aa !oo aasi ke ɲ aa ɕhii Koro ke ɲ aa n!uu uisi ke ɲ aa kamaku n ɲ !ae ke ɲ aa oe Saa ke halu-a

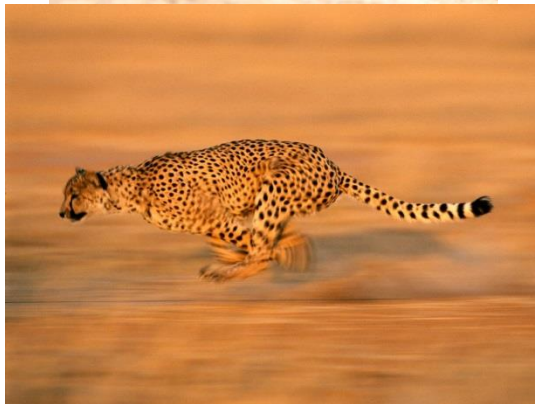


What is it (the animal) doing? – Cui xae ki ke k'xu-a?

Walk – can , Run - !ai , Jump - ꞑhuu , Fly – zea , Stand - ꞑhu , Sit – soo , Crawl -
, Stalk - laba , Lie down – caa , Dig - ||'au , Eat – a , Kick – nꞑaa

The porcupine is digging
The springbok is jumping
The cheetah is running
The Leopard is stalking
The lion is yawning
The hyena is eating
The bird is flying
The ostrich is dancing

|ooke ke ||'au
g!ae ke ꞑuu
!xaru ke !ai
||abe ke !aba
!hoe ke
g||ai ke ai
|uisi ke zea
Cue ke nꞑaa





Animal imitation game

<p>Do like this! Jump like a springbok! Crawl like a lizard! Stalk like a leopard! Dig like a porcupine! Kick like an ostrich! Dance like ostrich! Yawn like a lion! Roar like a lion! Hiss (lit. "blow") like a snake! Fly like a bird!</p>	<p>ŋ kx'u-a ŋ ki! †uu-a ‖a g!ae !aba-a ‖a XXXXXX !aba-a ‖a ‖abe ‖'au-a ‖a ‖ooke n†aqa-a ‖a cue ‖hoo-a ‖a cue g!oa-a ‖a !hoe g!am-a ‖a !hoe !hui-a ‖a ‖aasi Zae-a ‖a ‖uisi</p>
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***Fun game to play with children (or an adult child)!**

How to hunt? - ‖x'oa jee?

<p>Hunt - ‖x'oa , Shoot - †abe / n†oa , Hit - †auke , Stab - ‖?an, Trap, Track – g†a?e , Run - ‖ai , Throw - †abe , Catch - ‖ii , Kill - ‖ha , Hold - ‖aa</p>	
<p>How does one hunt springbok? One shoots springbok with the bow. One traps springbok with snare. One hits springbok with a spear. One runs springbok dead.</p>	<p>†i jee ŋ ‖x'oa ŋ g!ae? †a n†oa g!ae ŋ ‖a ‖au. †a ‖ii g!ae ŋ ‖a slaxa. †a †abe-‖?an g!ae ŋ ‖a ŋ†ona †oo. †a ‖ai-‖ha g!ae.</p>

When? – Kama ja xae?

<p>Now - ‖xae ki , After, Before, Today - †qha a , Tomorrow - ‖xae ka , Yesterday - ‖'hui ‖'an a , Last night, Morning - ‖xaea , Noon - ‖huru , Afternoon – aoa , Evening, Night – g‖aa , Dawn, Dusk, Twilight - ‖hui kin , Sunset - ‖'hui ‖'ee , Sunrise - ‖'hui ke n‖ŋ</p>	
<p>When will we hunt? We will hunt ...</p>	<p>Kama ja xae c-a si ‖x'oa ŋ‖a? c-a si ... ‖x'oa</p>

Example target conversation:

What is that?

That's a bow.

Whose bow is that?

That's my bow.

Do you want to go hunting?

Yes. I want to go hunting!

What do you want to hunt?

I want to hunt steenbok.

Don't you want to hunt Springhare?

No. It's daytime. The springhare is in the hole.

Ok. So, let's go hunt steenbok.

Yes. Let's go.

Give me your bow.

Here, take my bow.

Where is my knife?

It is here, it is in the bag.

Do we have a spear?

Yes. We have one spear, it's outside the house.

Good! Let's take everything and then go hunt.

When do you want to leave? Do you want to go now?

Yes. I want to go now.

Where will we hunt?

We'll hunt in the pan.

Is the steenbok in the pan now?

Yes. It's in the pan.

What is it doing?

It is licking salt.

Tracking !'ai-ki



What is that? (tracks) Who made that? (Animals) Make – kx'u, Track (v) - , Track (n)	
What is that? That's a track... ... Who made that track? Lion made that track. Did lion make that track? Yes, lion made that track No, lion did not make that track. Leopard made that track.	Cui xae a? !ai kee Cuu xae kx'u-a !qai ŋ a? !hoe ke kx'u-a !qai ŋ a !hoe kx'u-a !qai ŋ a? ee. !hoe ke kx'u-a !qai ŋ a n!o-i. !hoe ke u kx'u-a !qai ŋ a. abe ke kx'u-a !qai ŋ a

How many? Only - ooke, many – kebeke, few, more less, Man - †oo	
How many men made that track? One man made that track. Only one man made that track? Yes. Only one man made that track. No. More than one man made that track. many men made that track. How many tracks are there? There are X tracks How many tracks are there in the picture? There are X tracks in the picture	†oo he 'oe ke xŋ kx'u-a !qai ki a †oo he 'oe ooke xŋ kx'u-a !qai ŋ a? Ce. †oo he 'oe ooke ke xŋ kx'u-a !qai ŋ a. n!o-i.

How many fingers?	
<p>How many fingers can you see? I can see _ fingers. Who has _ fingers? _ has _ fingers. Is this a _ Yes. This is a _. No this is not _ . Which other animal has _ fingers? _ also has _ fingers.</p> <p>How many legs?</p>	

Right/Left/Rear/Front	
Right – kx'am , Left - ere , Front – xu / Ꞥhaa , Back – ts'ii / !qai	
Foot - !x'uuke	
<p>Is it a right foot? Yes. It's a right foot. No. It's not a right foot. It's a left foot. Is it a rear foot? Yes, it's a rear foot. No, it's a front foot. So, It's a front left foot? Yes. It's a front left foot.</p>	<p>!x'uu Kx'am xae? Ce. !x'uu Kx'am kee. N!o-i. !x'uu Kx'am ke ae. !x'uu ere kee. !x'uu ts'ii xae? Ce. !x'uu ts'ii kee. N!o-i. !x'uu Ꞥhaa kee. So, !x'uu he Ꞥhaa he ere xae? Ce. !x'uu he Ꞥhaa he ere kee.</p>

How big?	
<p>How big is the animal? It is big. It is big "like this".</p>	

<p>It is very big. It is not very big. It is not big It is small. It is very small.</p>	
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Male - ꞑoo /Female - 'orake	
<p>Is it male or female? It is male. It is female. It is not male. It is female.</p>	<p>ꞑoo xae? ORXXXX 'orake xae? ꞑoo kee. 'orake kee. ꞑoo ke ae. 'orake kee.</p>

How does it (animal) feel? – ki jee η chin	
<p>It feels good. It doesn't feel good. It is healthy. It is ill. It is frightened. It is excited. It is angry. It is strong. It is tired. It is exhausted. It walks carefully</p>	<p>Ki-a chin !aba , Ki-a chin ꞑhu Ki-a u chi !aba Ki-a chin ꞑhu Ki-a O'ui-ii Ki-a !auka Ki-a 'huu Ki-a 'aake Ki-a !aa-i Ki-a n 'ubu, ki-a x'aika Ki-a ꞑ'obo Ki-a giriki caqan</p>

How fast did the animal move?	
<p>This animal moved fast Fast Slow Very fast Very slow Run</p>	

Walk Stalk Stand still Freeze	
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What did it (the animal) do? – cui xae ki xŋ kx'u-a ?

It...	Ki-a ...
Was looking for food	xŋ
Was looking for water	xŋ
Was hunting	xŋ
Was hiding	xŋ
Was fighting	xŋ
Was mating	xŋ
Was just passing by	xŋ
Was running away	xŋ

When? (was the track made)

When was this track made?	Kama ja xae ꜑i kx'u-a !qai a ŋ a?
This track was made today	꜑i xn kx'u-a !qae a
This track was made yesterday	
This track was made X days ago	
This track was made this week =P	
This track is old	
This track is fresh	
This track was made in the morning	
This track was made in midday	
This track was made in the evening	
This track was made in the night	
This track was made early	
This track was made late	
Was this track made today? Yes. The track was made today.	

No. The track was not made today. It was made yesterday.	
--	--

Why?	
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Why can't you see the nails? You can't see the nails because they are inside. Why do you say this is female? I say it's a female because there is the tail mark. Why is the track not clear? The track is not clear because of the wind. Why was the _ here? The _ was here because it was looking for water/food	
--	--

What is the shape of the track?	
--	--

How does the track look like? - !qai jee η ku?	
---	--

The track is round Oval Short Long Wide Deep Not deep Narrow Clear Blurry (not clear)	
--	--

!qai ke η

What track is that?

I don't know.
Who made it? Was it big or small.
It was big.
How many toes does it have?
It has four toes.
Does it have claws?
I can't see claws.
So it is not a dog.
No, it is not a dog.
Is it a lion?
Maybe. I don't know.
Where is the next track?
Here it is.
How fast was it going?
It was going slow.
What is this track?
I don't know. What is it?
It's the belly mark. The animal crawled.
Oh. I see that!
So, this is a big animal, moving slow and crawling. Why was it crawling?
Because it is hunting!
Yes. It's hunting. But who is it?
Maybe it's leopard?
Yes. It's leopard. See? The pad is smaller than lion.
Yes. I see!
When did leopard make this track?
It made it before morning.
Show me how!
...
What was it hunting?
Let's go see!
Come, let's follow the tracks!

Foraging

What is that?

That's hoodia.

Isn't it Devil's claw.

No. It's not devil's claw. It's hoodia.

Where is the hoodia?

The hoodia is _____

Is it food?

Yes. It is good food.

Isn't it poison?

Not it is not poison. One can eat it.

What is it good for?

It is used for food and for medicine.

How does one use hoodia?

Pick up and give me the hoodia.

Here – Take the hoodia.

Give me your knife.

Here – take my knife.

Thanks. You see? I peel the thorns, then I cut open the hoodia with the knife.

Then I eat the flesh.

When does one pick hoodia?

Food & Drink

What is that? (food types)

What do you like?

What is it made of? (animals, parts, plants, etc...)

Where do you get the ingredients?

How do you prepare it?

What is that?

That's porridge.

What is it made of?

It's made of Shepherd tree root

How did you make it?

I cut the root, then crushed it and ground it into meal, then I mixed it with water

Do you like this porridge?

Yes. I like this porridge.

Do you like meat?

Of course, I like meat.

Which is better (prefer/like more)? Porridge or meat?

I prefer meat!

So, if you must choose, you'll choose the meat.

Yes. If I must choose, I would choose the meat.

Why do you prefer the meat?

It's real food!

Dance

What is that? (accessories)

Motions (clap, stomp, dance, jump)

Songs

What is that?

That's |qere (dance kraals)

What are they for?

They are for dance.

Do you want to dance?

Yes. I want to dance.

When do you want to dance?

I want to dance tonight.

Who will dance tonight?

All of us will dance tonight.

Why do you want to dance?

I want to dance because I feel happy!

LOL! That's good.

How will you dance?

I stomp my feet, and shake my booty! Like this!

Crafts

What is that? (products)

What is it made of? (materials)

How to make that? (actions + materials)

Where can we find _? (recall foraging)

For whom is this?

What is that?

That's a bracelet.

What is it made of?

It is made of camelthorn seeds, ostrich eggshells, threethorn wood, bone, springbok horn and leather string

Who made the bracelet?

I did.

How did you make it?

I collected everything, cut the eggshells and wood and springbok horn, drilled holes, burned the bone and put everything on the string.

It's beautiful!

Thank you.

Where did you find the things?

I found everything around here.

Can I take it?

I don't know.

I will give you something in return. What do you want?

I want your walking stick.

Here, take my walking stick.

Fine! Take the bracelet.

Thank you!

Goodbye (I go).

Goodbye (go)!

Family members

Medicine

Processing kill:

Skin

Slaughter

Cut

Cook

Eat

Parts of the body (hunting)

Body

Head

Neck

Leg

Heart

Lungs