



UNIVERSITY OF CAPE TOWN
 IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

BASIC FOUNDATION OF KHOEKHOEGOWAB

2020 ONLINE COURSE

A |XARRA RESTORATIVE JUSTICE FORUM, KHOI and SAN UNIT (CENTRE FOR AFRICAN STUDIES)
 in partnership with the CENTRE FOR EXTRA MURAL STUDIES



*Sida ge ra tsoatsoa
 Tita ge Khoekhoegowaba !hoasa ra ||khā||khāsen
 A da !hoa, khomai tsî xoa Khoekhoegowab !nâ*



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|GAIPETSANAS (POEM)

(Poem adapted by Compiler)

TI GOWAB

MY LANGUAGE

Ti gowab ge ti ꞑnāsasi
Ti gowab ge ti ||khowa-am
Ti gowab ge ti !noman
Ti gowab ge ti mâ!haro
Ti gowab ge ti |gai

My language is my pride
My language is my key
My language is my roots
My language is my foundation
My language is my power

Ae, ti gowab
|Ūsen ta tite
Ti mamas gowaba
Ti |haosi gowaba
Xoa, !hoa tsî ta nî khomai tsî |ûs ose

Oh, my language
I will not give up
My mother's language
My tribe's language
I'll write you, speak you and read you forever

Ti gowab ge !khūsi
Ti gowab ge ti sao
Ti gowab ge ti mûꞑui|gau
Ti gowab ge ti !hao!nāsi dīxu
Ti gowab ge ti !hao!nāsi xu
Ti gowab ge ti tita
Ti gowab ge ti gowaba

My language is my wealth
My language is my mark
My language is my identity
My language is my cultural practices
My language is my culture
My language is me
My language is my language

Ae, ti gowatse
|Ūsen ta tite tātse
Ti mamas gowa
Ti dadab gowa
Ti |haos gowa
Xoa, !hoa tsî ta nî khomai tsî |ûs ose

Oh, my language
I will never stop
My mother's language
My father's language
My tribe's language
I'll write you, speak you and read you forever

Ae, ti gowab
Ti |Apa||Aes mamas gowatse
Khoekhoe gowatse
Ti ||gâus gowatse

Oh, my language
My Red-Nation language
Khoekhoe language
My home language

Preface

The pre-colonial language family groups of Southern Africa especially that of the San and Khoekhoe (Khoikhoi) represents one of the oldest language family groups in the world and embodies an important aspect of the heritage of humanity as it's deeply rooted in memory. Protecting, preserving, promoting and developing Khoekhoegowab are of importance to all Southern African people, and the world as a whole, as it represents the language of first contact.

Hahn (1881) aptly describes it as “highly-developed language” with “higher and more refined constituents”. “The Khoekhoe have all the same language, which branches off in as many idioms and dialects as there are tribes... The Kai ||Khau or ǀAuni or ||Habobe or |Khowese of Great Namaqualand, and the ǀNūbe of Ovamboland or the Kai ǀNam of the North Western Kalahari had easy conversation with the inhabitants (Nama) of Khamies Berg and the !Koras and Griquas of Griqualand West and Free State”. Since the Nama people are historically located in the Northern Cape and they spoke the same language like the Khoekhoe elsewhere with some dialect differences, the suggestion was brought forward to use Khoekhoegowab (language of the Khoikhoi) rather than the more commonly used Nama.”

According to the Kimberley Declaration (2002), “language planning is essential for good revitalization programs, and it is most effective if community participation is included every step of the way”. In addition, the Western Cape Language Policy aims “to elevate the status and advance the use of those indigenous languages of historically diminished status used by the people of the Western Cape, such as the Khoe and San languages”. Furthermore, the 1994 South African Constitution Article 6 (5) recognizes the presence of Khoe and San people and their endangered languages. United Nations Convention 169 Part 1 Article 2.2 reiterates, that “the status of the Khoekhoe (Khoikhoi) and Boesman (San) language families is matter of great concern as none of the languages within these language families have been afforded official language status”.

Useful tips on language learning

We need to understand our own psychology! We need to understand that it is the social and emotional aspects of language learning that decide everything. When we first start with language learning it may be humiliating, embarrassing, and even frustrating. As adults we measure ourselves on how well we can present ourselves with our words. In a new language we lose that control. The world is very accommodating for speakers of English, which make it very easy to just bail-out when we get linguistic stage fright or linguistic performance anxiety. We need to embrace this loss of control. Instead of trying to be perfect, we just need to learn how to cope well and learn how to improvise. Linguistic stage fright/ linguistic performance anxiety is about 90% of what holds us back; the rest is the language...

What we need is a simple and practical understanding of the design features of language. Take pronunciation for example; what work is simple and clear instructions on how to move your mouth to make that seemingly weird sounds, like the click sounds in Khoekhoegowab. After that you need exercise to work your mouth through oral choreography. Soon what seemed unreachable becomes as familiar as every other sound in your life. You don't need any special talent or any special ear for language. More important are rhythm and melody. When you go after a specific cadence (tempo, pace, intonation, etc.) which is used in Khoekhoegowab, and use that as the foundation of your own pronunciation it turns out that your own words comes out fluently. The cadence is the current that carries all your words. Once you have the cadence internalized you start realizing that first-language speakers speech suddenly don't seem so fast.

THE BASIC FOUNDATION OF KHOEKHOEGOWAB

Course Outline

This program of study of Khoekhoegowab is specifically intended for participants with no or very little proficiency in Khoekhoegowab, and may therefore not be taken by (first- and second-language) speakers of Khoekhoegowab. In essence, this course has been co-designed for beginners and people who are more familiar with the language, but still would like to improve are recommended to do the intermediate courses which will be launched in the near future.

Objectives

After completion of the Basic Foundation of Khoekhoegowab participants should be able:

- be familiar with identifying and pronouncing the various types clicks, -vowels, -diphthongs;
- basic forms of communication without undue effort in a variety of formal and informal situations in Khoekhoegowab;
- to comfortably and comprehensively introduce yourself in Khoekhoegowab

Course Description

- Contact Hours: 4.5 hours per week over 2 months = 36 contact hours
- Additional hours: 30 min over 5 days (weekly) for 8 weeks = 20 hours home learning
- Participants are required to have a 80% attendance rate to qualify for a Certificate of Completion

Content

- This course represents a first exposure to Khoekhoegowab for beginners.
- In this online-course participants will acquire the most basic communication skills in Khoekhoegowab.
- They will be able to give basic personal information
- During instruction particular emphasis will be placed on pronunciation and articulation.
- They will be exposed to various basic linguistic and acquire the skills that allow them to react in an appropriate way in these situations.
- They will learn to meet the basic needs necessary for survival in a Khoekhoegowab-speaking community.
- Communication with other speakers of the language remains challenging but can be achieved
- In addition participants will expand their vocabulary and learn to conduct very basic written tasks.
- Participants are exposed to a variety of situations in which they have to perform basic conversation and have to extract the most important information in a Khoekhoegowab audio text or in a conversation.
- Participants will furthermore be expected to give in Khoekhoegowab very basic presentations about themselves

Introductory comments around the Course

This language acquisition toolkit here provided is a amalgamation of various Khoekhoegowab learning material from various sources, institutes, language-learning-programs, etc. that have been carefully adapted and condensed for basic adult learning within the South African context. A list of sources will be provided in the Manual.

Most people are not “bad” at learning languages. Most people start off strong and motivated, but end up confused or overwhelmed and then eventually give up learning before any real progress is made. This manual will break things down, cut out the fat, and ignore the unimportant. By avoiding boring memorization of the non-essential and focusing on high frequency words, learning Khoekhoegowab will actually be easy. We learn best by listening and practicing, regardless of whether you know what the rules were called. A segment will be dedicated putting the spotlight on key important grammatical rules and useful guidelines.

If you learn everything in this manual, you can expect to be relatively basic conversational. High frequency words are the key to effective language learning. Few people are aware that the 100 most common words in most languages make up for 50% of its printed material. If you expand that list to the top 300 words, then that percentage increases to 65%. So, learning a mere 300 words would theoretically allow you to be able to read 65% of any newspaper or book. You could learn just ten new words a day and be done with the task in one month. Language learning seems much less scary when you think about like that. High frequency words are the key to learning Khoekhoegowab.

If you ever feel overwhelmed when learning Khoekhoegowab, it is probably because you are trying to learn too much, too fast. If you try to learn 100 new words a day, you most likely will only remember a small fraction of what you learned the next day, and even less the day after. Breaking the language down into manageable groups will do the trick. It has been proven that people can remember new vocabulary better when it is broken into related groups of 10 words or less. It helps anchor the words into the brain, making them easier to recall when you need to say them. The good thing for you is, all of the words in this manual have already been logically grouped into related sets of around 10 words. Grouping words will accelerate your learning and quickly lead you down the road of success.

You will start off strong and motivated in your first month, then get confused and probably falter, then muster up a small amount of effort to continue, and then hit a long plateau just before you explode with knowledge after your brain and ears adapt to the new language. The problem is, most people give up after they get confused or are in the plateau stage when they are not seeing a noticeable improvement. If you plan ahead and expect your learning to be a roller coaster ride, you are much less likely to give up, because, if you give up, there is no point in trying at all... If you focus on learning a small amount each day, you will stay more motivated because you will continually notice improvement on a daily basis - consider that a “small win”. You will end up having a smoother roller coaster ride with smaller lows and higher highs. And remember, the more that you learn, the easier everything will become. So stay positive, don’t give up, and remember to celebrate the small wins.

This Manual contains the first words and phrases you need to know, as well as the most important concepts to help get you speaking. These are the building blocks of Khoekhoegowab so you need to drill these words and phrases into your head with consistent repetition and verbal practice. The better understanding you have of the basics, the easier everything else will seem that follows. Before you move on to the other sections, make sure that you have mastered all of the contents found here. Once you have learned a word or phrase, put a check by it with a red pen. Seriously, it helps.

Goals of the program

The primary goal of this language program is to give the learners a basic level of competency in communicating. In the context of South Africa, Khoekhoegowab is an endangered language, which means the objective would be to create speakers who will themselves carry the language on. Essentially, helping participants gain knowledge of Khoekhoegowab is very important to assist them to gain a proficiency in this ancestral tongue. The idea is to bring the language back into use and to save it from extinction! In the process of language learning it will also deepen a

sense of identity; belonging to an indigenous culture. Some might also view this Khoekhoegowab acquisition as a means to resist assimilation to bolster cultural and linguistic autonomy. Many also view this as a means to facilitate spiritual and cultural access to an indigenous worldview which was violently disturbed through Colonialism. Ultimately, a further aim would be to create language- practitioners and - activist and a transmitter of Khoekhoegowab to future generations through teaching, parenthood, etc. The broader vision would be to ultimately help form a Khoekhoegowab community of speakers where the linguicide and erasure of the language took place and, so-doing possible establishing over time a new localized dialect of Khoekhoegowab.

Motives of the learners

One difference between the learning of endangered languages versus foreign and majority languages is that in most, but certainly not in all, cases the endangered language is the ancestral language of the learners. Endangered languages are usually endangered because conquest, oppressive policies or economic needs have resulted in a language shift. That this shift is unacceptable to the current generations is clear from the fact that efforts at language revitalization are taking place. Thus, learners, teachers and program administrators alike have a resistance to language loss that provides a different kind of motivation toward learning the target language. For some, it is a personal desire to regain a sense of their indigenous identity and belonging to a community, while for others it may very well be a political act, part and parcel of a desire to assert cultural autonomy or sovereignty. Globally, some international interest around Khoekhoegowab has arisen due to its antiquity as a highly developed means of communication.

Revitalizing Endangered Languages

Communities all around the world are making strong efforts to regain knowledge and use of their endangered languages. Even the so-called 'extinct' languages are being revitalized through the use of documentation. For many communities involved in language revitalization, especially here in the Western Cape, there are few programs or experts who can help them develop workable methods of endangered language teaching and learning. And in fact, the ways in which languages are taught in the classroom do not generally fulfill the needs of language revitalization. The resources, motives and desired outcomes for ancestral language instruction are very different from the teaching of foreign languages, and also from the majority of language programs such as English as a Second Language. Furthermore, materials and curricula usually have to be designed by the teachers themselves, rather than having any such thing as a state-of-the-art curriculum handed to them as would be the case with world languages. Thus, language teaching and learning of endangered languages is a pioneering process that involves the development of new models of language teaching.

'Heritage languages' and 'endangered languages' have various definitions, some of which overlap. 'Heritage language' has come to mean, in its narrow conception, a language different from the majority language of the country, which is spoken at home but was only partially acquired by the children of the home (Polinsky and Kagan). While endangered languages are frequently viewed as a subcategory of heritage languages (Vald'es 2005), 'heritage languages' refers to those languages which are not the majority language of the country, but where there is also some place in the world where the language is not endangered. Here in South Africa, Khoekhoegowab have long attained moribund status, as its hardly learnt as a mother tongue by children, capturing the notion of a language well beyond the stage of 'mere' endangerment, because it lacks intergenerational transmission. This work is urgent, as serious efforts are required to develop Khoekhoegowab and raise its status. Thank you for being part of this!

Nam=naugu / Klapklanke / Clicks

Ons het vier klapklanke in Khoekhoegowab: |, ||, !, ≠

i. The Dental click “|” (Soft sound, Cleaning your teeth with your tongue. The tip of the tongue is pressed against the front teeth and quickly withdrawn.)

The “|” click sound is made by breaking a slight suction that is created by just placing the very tip of the tongue behind the upper front teeth; where they meet the gums; then (keeping both lips slightly apart) draw the tip of the tongue away from the teeth.

Dentale klapklank “|” (Sagte geluid, Tande skoonmaak)

Die “|” klapklank word gemaak deur die breek van ‘n geringe suiging wat veroorsaak word deur die voorpunt van die tong net agter die boonste voortande waar hulle die tandvleis raak, te plaas; neem (met albei lippe effens apart) dan die voorpunt van die tong weg van die tande af.

Ai|gaugu / Voorbeelde / Examples: |gui, |gam

ii. The Lateral click “||” (Angry sound; click sound produced at the side of the tongue when tongue is held pressed against the palate.)

The “||” click sound is made by breaking a suction created between either side of the tongue and relative cheek. In making this sound, the lips and teeth are kept slightly apart and the lower jaw is not moved upwards or downwards.

Laterale klapklank “||” (kwaadklank)

Die “||” klapklank word gemaak deur die breek van ‘n suiging veroorsaak tussen een van die twee kante van die tong en die betrokke wang. Die lippe en tande word effens apart gehou wanneer hierdie klapklank gemaak word en die onderstekakebeen word nie op of af beweeg nie.

Ai||gaugu / Voorbeelde / Examples: ||goas, ||khā||khāsen

iii. The Palatal click “!” (Exclamation, Danger sound: The tongue is pressed against the upper palate and released sharply downwards, something like when a cork is pulled from a bottle.)

The “!” click sound is made by breaking a slight suction, made with the forward portion of the tongue against the roof of the mouth (palate), where it curves downwards towards the upper front teeth. In breaking this suction, a sharp downward movement of the tongue is made, whilst the lips are slightly apart. In producing this sound a sharp downward movement of the lower jaw is also noticeable.

iii. The Palatal Click (Uitroep, Gevaarteken)

Die “!” klapklank word gemaak deur die breek van ‘n geringe suiging, veroorsaak met die voorkant van die tong teen die verhemelte, waar dit afdraai na die boonste voortande. In die breek van hierdie suiging word ‘n skerp ondertoebeweging van die tong gemaak, terwyl die lippe effens van mekaar gehou word. In die voortbring van hierdie klank is daar ook ‘n skerp ondertoebeweging van die onderkakebeen te bespeur.

Ai|gaugu / Voorbeelde / Examples: !gâi, !ū

iv. The Alveolar click “ǀ” (When you taste something nice / Waterdrops; The tip of the tongue is pressed against the alveolar ridge and adjacent palate, then released sharply downwards.)

The “ǀ” click sound is made by breaking a suction that is created by placing the tip of the tongue between the front teeth and pulling back the tongue with both lips slightly apart.

Die Alveolêre klapklank “ǀ” (Stokkie lekkerklank / Water wat drup)

Die “ǀ” klapklank word gemaak deur die breek van ‘n suiging wat veroorsaak word deur die voerpunt van die tong tussen die voortande te sit en vinnig terug te trek; met albei lippe effens apart.

v. Hierdie klapklanke skryf ons saam met die volgende konsonante; (g, h, kh, n).

Xoamûdi / Letters / Letters

- The alfabet bevat vyf vokale en een-en-twintig konsonante.
- The alphabet consists of five vowels and twenty one consonants.
- Vokale / Vowels **a, e, i, o, u**
- Konsonante / Consonants **b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z**

Khoekhoegowab di Abetseb / Khoekhoegowab Alfabet / Khoekhoegowab Alphabet

- Ons sien dat die alfabet meer letters bygekry het.
- We will see that additional letters were added to the alphabet.
- **a, â, ā, b, [c], d, e, ē, (f), g, h, i, î, î̄, (j), k, kh, (l), m, n, o, ô, õ, p, [q], r, s, t, ts, u, û, ū, [v], w, x, [y], [z], |, |g, |h, |kh, |n, ||, ||g, ||h, ||kh, ||n, !, !g, !h, !kh, !n, †, †g, †h, †kh, †n**

|Ōmûdi / Vokale / Vowels

Short Vowels / Kort Vokale

- Ons kry by die reeds bestaande vyf vokale (**a, e, i, o, u**) addisionele vier nasale vokale (**â, î, ô, û**) en vyf verlengde vokale (**ā, ē, î̄, õ, ū**).
- With the already existing five vowels (a, e, i, o, u), additional four nasalized vowels (â, î, ô, û) and five extended / long vowels (ā, ē, î̄, õ, ū) are added.
- Byvoorbeeld / Example:
axab – seun, son
ega – later. later

Khoekhoegowab vowel	English with similar pronunciation	Khoekhoegowab example
a	'a' in car	mapa? (where)?
e	'ay' in hay	pere-i (<i>bread</i>)
i	'ee' in bee	pirib (<i>male goat</i>)
o	'o' in 'clock'	oro (<i>old</i>)
u	'oo' in moose	!upus (<i>egg</i>)

Other examples of short vowels are:

Seun	Son	Axab
Wanneer	When	Hamo
Gister	Yesterday	ari (go)
Môre	Tomorrow	ari (ni)
Later	Later	Ega
Groet	Greet	Tawede

||Nunu!nâbesa |ōmûdi / Nasal Vowels / Nas ale Vokale

- A *circumflex* is added to vowels, â, î, ô, û to indicate nasalization.

Examples: dî – vra, question

sî – stuur, send

Genasaleerde klinkers/Nasalised vowels

Other examples

Staan	Stand	Mâ
Sit	Sit	±Nû
Gaan	Go	!Gû
Goed	Good	!Gâi

Gaxu |ōmûdi / Extended Long) Vowels / Verlengde Vokale

- A length-mark , indicated through adding a horizontal line on top of the vowel; **ā, ē, ī, ō, ū,**
- To indicate that the vowel is pronounced for a longer duration than normal.

Examples: m^ā – gee, give

b^ē – gaan weg, go away

Other examples of Long vowels / Lang klinkers

dag	day	tsēs
vat	take	ū
kry	get	hō
daad	deed	dīb
was	wash	ā

Diphthongs (Vowel combinations):

- In Nama behou elke letter sy eie klank; byvoorbeeld in Khoeb word die o apart gehoor en die e ook - nie soos in Afrikaans waar die oe as u uitgespreek word nie.
- In Nama each letter keeps its own sound; for instance in Khoeb the o must be heard separately likewise the e. not as in English where au is pronounced as aa like in laugh.
- The following non-nasalized diphthongs (vowel combinations) are found in Khoekhoegowab.

Khoekhoegowab diphthongs	English with similar pronunciation	Khoekhoegowab example
Ae	'uy' in guy	!gaes (<i>ear</i>)
Ai	'ay' in play	kai (<i>big</i>); !ais (<i>foot</i>)
Ao	'ow' in cow	aob (<i>man</i>)
Au	'ow' in slow	!au (<i>slow</i>)
Oa	'oi' in abbatoir	!hoa (<i>speak</i>)
Oe	'oy' in toy	khoeb (<i>man</i>); khoes (<i>woman</i>)
Ui	'ooey' in gooey	gui (<i>one</i>)

Other examples of non-nasal vowels

Vasmaak	Fasten	!gae
Siek	Sick	aesn
Sing	Sing	nae
Terug/gaan terug	Go back	oa

||Nunu!nâbesa |gam|ōgu / Nasal diphthongs / Nasale Diftonge

- The circumflex is always on the first vowel of the diphthong
- âi, âu, ôa, ûi, îa

|Hū|ōmûdi / Konsonante / Consonants

- By die reeds bestaande konsonante (**b,d,g,h,k,m,n,p,r,s,t,w,x**) word in Khoekhoegowab nog twee konsonante bygevoeg (**kh,ts**)

With the already existing consonants (**b,d,g,h,k,m, n,p,r,s,t,w,x**) an additional two consonants are added in Khoekhoegowab (**kh,ts**).

Sada gowab !nâ |khai |hū|ōmûdi / Konsonante wat ons nie in ons taal vind nie.

- (**c, q, v, y, z**) word net in vreemde woorde of name in Khoekhoegowab gebruik.
(c, q, v, y, z) are only used in foreign words and names in Khoekhoegowab.
- Die volgende konsonante kry ons net in leenwoorde, byvoorbeeld: **f, j, l**

The following consonants we only find in loan words: **f, j, l**

Tongue Exercise

|Khi da !nab ||ga !gû.

Come let us go to the dance. / Kom ons gaan na die dans

<u>Ti soros di !ân</u>	<u>My body parts</u>
!Gan, ti !gan	ti !gan: my chin
!Gan, ti !gansa ti am po	ti am po: my mouth
Ti am posa ꞑkhanaxan ꞑgui	ꞑgui: nose
ꞑKhanaxan ꞑguisa !hoaxan !ū	!ū: forehead
!Hoaxan !ūsa ꞑam!nâ ꞑgara	ꞑam!nâ: top of the head
ꞑAm!nâ ꞑgarasa !gûia !noro	!noro: back of the head

Birthday Song

!Gâise !nae re _____
!Gâise !nae re _____
!Gâise !nae re _____
!Gâise !nae re _____
!Gâise, !gâise !nae re _____
!Gâise, !gâise !nae re _____

!Hoa |Gaugu / Common Courtesies / Aanspreekvorme

Tawede mîdi / Greeting words / Groet woorde

Good morning	!Gâi goas
Good day	!Gâi tsēs
Good evening	!Gâi !oes

Greeting (Cultural) Etiquettes in Khoekhoegowab

- Original form of greeting did not have real tokens for greetings
- Greetings started with a request made by the first person to the second person
- Nowadays the greetings are not as before, but it is of value to be aware of the cultural etiquettes of the ancestral Khoekhoe

Asking how a person is doing: Example 1

First person

How are you?	Mî re	Literal meaning: Say ... re means a polite command
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Second person

I am well	!Gâi a...or also !Gâise ta hâ...	Literal meaning: I am fine / well
I am well how about you?	!Gâi a, aitsama mî re. or !Gâise ta hâ, aitsama mî re.	Literal meaning: I am well, say it yourself.

First person

I am also well	Tita tsîn !gâise hâ.	Literal meaning: I am also good
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Example 2

First person

How are you?

≠Khait̄s go? (When speaking to a male)

≠Khais go? (When speaking to a female)

Literal meaning: How did you wake up? or Are you awake?

Second person

I am well how about you?

≠Khai ta go aitsama m̄i re.

Literal meaning: I woke up (therefore) say it yourself

First person

I am well also

Tita ts̄in go ≠khai

Literal meaning: I also woke up

Amtsi amebegudi / Dialoë / Dialogues

Basic communication

First person:

!Gâi ts̄ēs

Good day

Second person:

!Gâi ts̄ēs

Good day

First person:

M̄i re

How are you?

Second person:

!Gâi a aitsama m̄i re

I am good, how about yourself?

First person:

!Gâi a

I am good

Informal / “Slang”

First person:

Matisa ti |ho?

How’s it my friend? or

Taena tae?

What’s what?

Second person:

!Gâi i ge a! or !Gâi a

I’m good!

Formal greeting in the morning

First person:

!Gâi ||goas Piet

Good morning Piet

Second person:

!Gâi ||goas Ann

Good morning Ann

First person:

≠Khait̄s go Piet?

How are you?

Second person:

≠Khai ta go aitsama m̄i re.

I am well how about yourself?

First person: Tita tsîn go 𠵼khai. I am also well

Formal greeting in the day

First person: !Gâi tsēs Piet Good morning Piet

Second person: !Gâi tsēs Ann Good morning Ann

First person: Mî re Piet? How are you?

Second person: !Gâise ta hâ aitsama mî re. I am well how about yourself?

First person: Tita tsîn !gâise hâ. I am also well

or

First person: !Gâi tsēs Piet Goeie dag Piet

Second person: !Gâi tsēs Ann Goeie dag Ann

First person: Mî re Piet? Hoe gaan dit Piet?

Second person: Ti |kha i ge !gâi aitsama mî re Ann Met my gaan dit goed Ann, hoe gaan dit met jou?

First person: Ti |khas tsîna i ge !gâi Piet. Met my gaan dit ook goed Piet.

Second person: !Gâi tsēsa ūhâ re Ann Goeie dag vir jou Ann

First person: Gangan Piet Dankie Piet

When twee people meet in the home environment at night

First person: !Go, !go, !go Knock, knock, knock!

Second person: Tari-e? Who is it?

First person: Tita ge. It is me. (Person 2 is expected to recognize the voice of the person)

Second person: Mî re! How are you?

𠵼Gâxa re Come inside

First person: !Gâi a! I am well.

When two people meet

First person: !Gâi tsēs Good day

Second person: !Gâi tsēs Good day

First person: Satsa a tari? Who are you? (When speaking to a male)

Second person: Tita ge a Emile
Sasa a tari? I am Emile.
Who are you? (When speaking to a female)

First person: Tita ge a Sara I am Sara.

Mâi-ai!âs / Introducing yourself / Stel jouself voor

First person: !Gâi !oes Goeie naand

Second person: !Gâi !oes Goeie naand

First person: Matis |on hâ? What is your name?

Second person: Ti |ons ge a _____ My name is _____

Matits |on hâ? What is your name?

First person: Ti |ons ge a _____ My name is _____

Sa kaikhoe|onsa mati hâ? What is your surname?

Second person: Ti kaikhoe|ons ge a _____ My surname is _____

Sa kaikhoe|onsa mati hâ? What is your surname?

First person: Ti kaikhoe|ons ge a _____ My surname is _____

!Gâi †angus Nice to make your acquaintance

Second person: !Gâi a †an (t)si sa Pleased to know you

When two people discuss residences

First person: Mapas ra hâ? Where do you live?

Second person: Tita ge Manenbergs !nâ ra hâ.
Satsa mapa ra hâ? I live in Manenberg
Where do you live?

First person: Tita ge Steenbergs !nâ ra hâ I live in Steenberg

or

First person: Mapa xus ra |khi? Where do you come from? (f)

Mapa xuts ra |khi? Where do you come from? (m)

Second person: Tita ge Bellvillesa xu ra |khi I come from Bellville.

First person: Mapas ge !nae? Where were you born? (f)

Mapats ge !nae? Where were you born? (m)

Second person: Tita ge ||Hui !Gaeb !nâ ge !nae. I am born in Cape Town.

Leave Taking / When two people part

First person: !Gâise hâ re Stay well

Second person: Ā, !gâise !gû re Yes, go well

First person: ||Khawa mûgus, kōse Until we see (each other) again

You have several choices when you are leaving.

!Gâi tsēsa ūhâ re. Have a nice day.

|Khi ta ge ra nēsi I'm coming now (if you'll be right back)

!Gû ta ge ra I'm going.

Ega da nî |hao We will meet later (many people 3+)

Egam nî |hao. (for only 2 -2 females or 1 female and 1 male)

||Khawa mûgus. See you again.

How people address each other

!Gâi tsēs Mamas	Good day Mother
!Gâi tsēs Dadab	Good day Father
!Gâi tsēs !gâsas	Good day sister
!Gâi tsēs !gâsab	Good day brother
!Gâi tsēs omeb	Good day uncle
!Gâi tsēs mikis	Good day aunt
!Gâi tsēs nurib	Good day nephew
!Gâi tsēs nuris	Good day niece
!Gâi tsēs Khā khā-aob	Good day Reverend
!Gâi tsēs Aedi-aob	Good day Doctor
!Gâi tsēs Gau!nâ-aos	Good day Teacher (female)
!Gâi tsēs !Gôahesab	Good day Sir
!Gâi tsēs !Gôahesas	Good day Madam/ Miss
!Gâi tsēs gôas	Good day daughter
!Gâi tsēs ôab	Good day son
!Gâi tsēs taras	Good day wife
!Gâi tsēs aob	Good day husband
!Gâi tsēs Danas	Good day Leader (female)
!Gâi tsēs Danab	Good day Leader (male)

!Gâi tsēs Gaob
!Gâi tsēs Gaota(ra)s

Good day Senior Indigenous Leader (male)
Good day Indigenous Leader (female)

!Haokhoesâuxasib

Gasvryheid / Hospitality

Hui ||khā ta a?

Kan ek help? / Can I help?

Matis |on hâ? (f) / Matits |on hâ? (m)

Wat is jou naam? / What is your name

Mapa xus ta hā? (f) / Mapa xuts ta hā? (m)

Van waar is jy? / Where are you from?

Mapas ra hâ? (f) / Mapats ra hâ? (m)

Waar bly jy? / Where do you stay?

!Gâi ꞑangus

Aangename kennis / Nice to make your acquaintance

Huisen re

Help jousef / Help yourself

!Gâi go i

Dit was aangenaam

!Gâi a ꞑan si sa (f) / !Gâi a ꞑan tsi sa (m)

Bly om jou te ken / Pleased to know you

!Gâi tsēsa ūhâ re

Goeie dag vir jou / Have a good day

!Gâi hâ ||aeb !aroma gangans

Dankie vir 'n aangename tyd / Thanks for a pleasant time

ꞑGâxa re

Kom binne / Come inside

||Khawa mûgus

Sien jou spoedig / See you soon

!Gâise hâ re

Mooi bly / Stay well

!Gâise !gû re

Mooi loop / Go well

ꞑHâꞑhâsan

Essentiële / Essentials

î

ja / yes

hî-î

nee / no

toxoba

asseblief / please

gangans / aios

dankie / thank you

|ûba te re

verskoon my / vergewe my

ꞑan re

sorry

Counting

The First 10 Numbers (1 – 10)

gui	one
gam	two
!nona	three
haka	four
koro	five
!nani	six
hû	seven
khaisa	eight
khoese	nine
disi	ten

Counting beyond 20

gam disi	20
!nona disi	30
haka disi	40
koro disi	50
!nani disi	60
hû disi	70
khaisa disi	80
khoese disi	90
kai disi	100
kai oadisi	1000

Counting from 11 to 20

Disi gui a	(gui a)	eleven
Disi gam a	(gam a)	twelve
Disi!nona a	(!nona a)	thirteen
Disihaka a	(haka a)	fourteen
Disikoro a	(koro a)	fifteen
Disi!nani a	(!nani a)	sixteen
Disihû a	(hû a)	seventeen
Disi khaisa a	(khaisa a)	eighteen
Disikhoese a	(khoese a)	nineteen
Gamdisi		twenty

Example Phrases Using Numbers

Tita ge |gamdisi!nani|a (26) kurixa. I am 26 years old
|Gamdisi!nani|a kurixa ta a.

Tita ge hû vetkukde ra ||ama †gao. I want to buy 7 fat cakes.
Hû vetkukde ta ra ||ama †gao.

Tita ge |gam perekha ra ||ama †gao. I want to buy 2 loafs of bread.
|Gam perekha ta ra ||ama †gao.

A: Matiko ||aexa i go? What time is it?

- f) Please _____
- g) Thank you _____
- h) Excuse me _____
- i) Friends _____
- j) Body _____ (10)

8. In the following Khoekhoegowab sentence please fill in the missing clicks
 __Khi da __nab __ga __gû. (4)

9. Please fill in the missing letter or click in the following Khoekhoegowab words

- a) !ga__ (chin)
- b) __gui (nose)
- c) !__ (forehead)
- d) !no__o (back of head)
- e) !__n (parts)
- f) !g__i (good)
- g) __homgu (mountains) (7)

10. In the word ||gau!nâ-aob; does it refer a male or female teacher?
 _____ (1)

11. What are the only consonants that may follow the clicks?
 _____ (4)

12. Explain in your own words how you would pronounce a word where the letter -n- is standing directly after the click like in !nona?

 _____ (2)

13. Please fill in the missing numbers

- a) 1 – _____
- f) 6 – _____

- b) 2 – _____
 c) 3 – Inona
 d) 4 – _____
 e) 5 – _____

- g) 7 – hû
 h) 8 – _____
 i) 9 – _____
 j) 10 – _____

(8)

!Gâise xoa re!!

KAI !GÔAB (TOTAL) – 50

||Îsib |Onmî|nû||khaedi

Personal Pronouns

	ENGLISH	KHOEKHOEGOWAB
First Person Singular	I	tita (ta)
Second Person Singular	You	sas (feminine); sats (masculine)
Third Person Singular	She / He	îs (feminine); îb (masculine)
First Person Plural	We	sida (da), sada
Second Person Plural	You (plural)	sadu (du)
Third Person Plural	They	în

Ailgaudi

Examples

- Tita ge a ||khā||khāsen-ao. / ||Kha||khasenao ta ge I am a student.
- Sats ge a ||gau!nâ-ao. You are a teacher
- ||Îb ge a mâsenxa ||gau!nâ-ao. / Masenxa ||gau!nâ-aob ge. He's a volunteer teacher
- ||Îs ge a ti horesa. / Ti horesas ge. She is my friend
- Sida ge a khoe|hogu. / Khoe|hogu da ge. We are friends
- Sadu ge a khākhoebagu. / Khakhoebagu du ge. You are enemies
- ||În ge a khomai-ao. / Khomai-aon ge. They are readers

Important aspects of Pronunciations

- When pronouncing a word starting with a click followed by a –n, the [n] sound is made before the click
- Look at the following examples |nub – leg, ||nae – sing, !nae – born, !nâ – in
- When a click is followed by a vowel, the click needs to be pronounced individually followed by the vowel
- Look at |am – end, terminate, |ams – end, termination, !āb – river, !oes – evening

Mâi-ai!âs

Introductions / Voorstelling

Dîdi / Vrae / Questions

!Ereamdi / Antwoorde / Questions

1. Matis |on hâ? (f), Matits |on hâ? (m) Wat is jou naam? / What is your name?

Ti |ons ge (a) Aniro.

My naam is Aniro. / My name is Aniro.

2. Sa kaikhoe |onsa mati hâ?

Wat is jou van? / What is your surname?

Ti kaikhoe|ons ge (a) Davids.

My van is Davids. / My surname is Davids.

3. Mapa xus ta |khi? (f), Mapa xuts ta |khi? (m)

Waar kom jy vandaan? / Where are you from?

Tita ge Atlantisa xu ra |khi.

Ek kom van Atlantis. / I come from Atlantis

4. Mapas ta sîsen? (f), Mapats ta sîsen? (m)

Waar werk jy?

Tita ge Social Services tawa ra sîsen.

Ek werk by Social Services. I work at Social Service.

Tita ge ra ||khā||khāsen.

Ek studeer. / I study.

Tita ge sîsen tama.

Ek werk nie. / I am unemployed.

Tita ge omtara.

Ek is 'n huisvrou. / I am a house wife.

Tita ge aitsama ra sîsenbasen.

Ek werk vir myself. / I am self employed.

5. Matiko kurixas a? (m) / Matiko kurixats a? (f)

Hoe oud is jy?

Tita ge hakadisikoro|a kurixa.

Ek is vyf-en-veertig jaar oud. / I am forty five years old.

!Arujî hâ tawededi**More on greetings**

Tare-e a |asa?

What's new?

Nētsēs mati ra ꞑkhai?

How are you today? (When speaking to a female)

Nētsēts mati ra ꞑkhai?

How are you today? (When speaking to a male)

Sa oms xa matis?

How is your home?

Sa sîsen-i xa matis?

How is your work?

ꞑKhai ra |gôasa?

How is your child?

Sa daoba mati go tsâ i?

How was your journey?

Sa |aokhoena mati ra ꞑkhai?

How is your family?

Sa mamasa mati ra ꞑkhai? / Sa mamasa mati hâ?

How is your mother?

Sa dadaba mati ra ꞑkhai? / Sa dadaba mati hâ?

How is your father?

Sa aoba mati ra ꞑkhai? / Sa aoba mati hâ?

How is your husband?

Sa tarasa mati ra ꞑkhai? / Sa tarasa mati hâ?

How is your wife?

When things aren't going well / Wanneer dit nie goed gaan nie

!Gâiro a.

Dit is klein bietjie goed. / Things are not so well

Hâ ta a.

Ek is daar

Îbe hâ ī tama. / Îbe hân hâ tama.

Dit wat erg is het nie gebeur nie. / The worst didn't happen.

Auba ge ra tsâ! / Auba ta ra tsâ! (aub-bitterness)

Ek kry swaar. / Things are hard (difficult)

Auba ge ra nâ! / Auba ta ra nâ! (nâ-bite)

Ek kry swaar. / Things are hard (difficult)

OPEN BOOK EVALUATION 2

1. How many nasal diphthongs (|gam|ōgu) are there (please answer in Khoekhoegowab)?

_____ (1)

2. Please write down all the nasal diphthongs (|gam|ōgu)?

_____ (5)

3. Please give one example of a word where it is used? _____ (1)

4. Please fill in the missing letter or click in the following Khoekhoegowab words

i. __goas (morning)

ii. __khi (come)

iii. !g__ (go)

iv. !__es (evening)

v. ai__ama (yourself)

vi. __ms (mouth)

vii. mi__i (aunt)

viii. __Hui !__aeb (pre- colonial name of Cape Town)

ix. __gôas (girl) (10)

5. How would one ask a female in the morning the following in Khoekhoegowab;

How are you? _____ (2)

6. How would she respond to that question normally?

_____ (2)

7. Complete the following basic communication dialogue in Khoekhoegowab

First person: _____ Good day my brother (2)

Second person: _____ Good day my sister (2)

First person: _____ How are you? (day time) (1)

Second person: _____ I am good, how about yourself? (2)

First person: _____ I am good my brother (2)

8. Write the following dialogue in Khoekhoegowab

i. Met my gaan dit goed, hoe gaan dit met jou? _____ (2)

ii. Met my gaan dit ook goed. _____ (2)

iii. Lekker dag vir jou / Have a good day _____ (2)

9. How would you ask a male the following in Khoekhoegowab

What is your name? _____ (2)

10. How would you ask the following in Khoekhoegowab

What is your surname? _____ (2)

11. Translate the following into Khoekhoegowab

i. My name is Reaze _____ (2)

ii. My surname is Davids _____ (2)

iii. Where do you come from? _____ (2)

iv. I come from Manenberg. _____ (2)

v. Where were you born? _____ (2)

vi. Where are you staying? _____ (2)

12. Please answer the following question in Khoekhoegowab

Matiko kurixats a?

_____ (2)

13. Complete the following dialogue in Khoekhoegowab

First person _____ Aangename kennis / (2)

Nice to make your acquaintance

Second person: _____ Pleased to know you (addressing a female) /

Bly om jou te ken (2)

14. Fill in the missing numbers

i. 16 _____ v. 91 _____

ii. 23 _____ vi. 33 _____

iii. 68 _____ vii. 42 _____

iv. 85 _____ viii. 74 _____ (8)

15. What is the singular form of the (dual) word |hôagaokha _____ and what is the plural form (three or more) of the same word _____ (2)

KAI !GÔAB (TOTAL) – 70

Subject / Object / Verb in Khoekhoegowab

- The Subject in a sentence stands first normally.
- Every Subject gets a “ge”.
- The subject indicator “ge” always stands after the subject, nothing stands in between.
- Every Object gets an –a
- Verbs are usually found at the end of a sentence.
- Before the verb, the tense of the verb is identified with ra, a, go, ge, nî
- Tense indicators are always before the verb in most sentences.
- **ra-** present now continuing; **a-** fixed state; **ge-** remote past; **gere-** remote past continuous, **go-** recent past (just now), **goro-** recent past continuous, **nî-** future tense

!Ai||gaudi**Examples**

Khoeb ge khoesa ra mû.	The man sees the woman.
Khoes ge khoeba ra mû.	The woman sees the man.
Mamas ge dadaba ra mû	Mother sees the father.
Dadab ge mamasa ra mû.	Father sees the mother

Part 1**Part 2****Part 3**

Subject / Onderwerp	Object / Voorwerp	Verb / Gesegde
Khoeb ge...	... khoesa...	... ra mû.

When asking a question

- In the case of asking a question the “ge” which is the subject marker in a statement is replaced by an – a which is joint to the Subject

Statement**Question**

Khoeb ge khoesa ra mû.	Khoebá khoesà ra mû?	Does the man see the woman?
Khoes ge khoeba ra mû.	Khoesá khoebà ra mû?	Does the woman see the man?
Axab ge gôasa ra †gai.	Axabá gôasà ra †gai?	Is the boy calling the girl?
Nanus ge ra api	Nanusá ra api?	Is it raining?
Ti mamas di ons ge a Vera.	Sa mamas di onsa a Vera?	Is your mother’s name Vera?
Ti mikis di ons ge a Elizabeth.	Sa mikis di onsa a Elizabeth?	Is your aunt’s name Elizabeth?
Tita ge a kai.	Tita a kai?	Am I big?

Difference between ra and a

- a indicates a fixed state like Peni ge a |apa meaning, the pen is red.
- ra indicates that the action is present continuous like |Nanus ge ra |api meaning, it is raining.

- In the case of ra is it equivalent to –ing.

Making a statement: using the subject marker “ge”

- In a statement the subject must be stated with ge
- The Khoekhoegowab uses a particle to denote who is performing the action, that is, a “subject marker” “ge”

!Ai||gaudi

Examples

Aob ge a !narisarimâ-aon dao gau-ao.	The man is a tourist guide.
Taras ge a aedi-aos.	The woman is a nurse.
Ti an are-aob ge a !au-ao.	My neighbour is a hunter.
Nā aob ge a au!khō-ao.	That man is a fisherman.
Nā taras ge a !gûkhoe.	That woman is a tourist.
Nē gau!nâ-aob ge a Suid-Afrika î.	This teacher is South African
Nā !nari-aob ge a Namibia î.	That driver is Namibian.

Affirmative and Negative Forms

Affirmative (Subject + ge a + Noun)

- In affirmative form, the noun that comes after “ge a” loses their gender ending (-b, -s, -i).

Negative (Subject + ge + Noun + tama hâ)

- In the negative, “a” is dropped and “tama hâ” is added at the end of the sentence.
- Negations are indicated with tama hâ which is found after the verb at the end of the sentence
- When tama hâ comes into a sentence the tense of the verb like a, ra, ge, gere, go, goro, nî falls away.
- Negative identifiers “tama hâ” stands after the verb

Affirmative

Negative

Mamas ge dadaba ra mû.

Mamas ge dadaba mû tama hâ.

Dadab ge mamasa ra mû.

Dadab ge mamasa mû tama hâ.

Autab ge pere-e oms !nâ goro ꞑû.

Autab ge pere-e oms !nâ ꞑû tama hâ.

Affirmative Form

Negative Form

English

||Îb ge a ti ao.

||Îb ge ti ao tama hâ.

He is not my husband.

||Îs ge a tara.

||Îs ge tara tama hâ.

She is not my wife.

||Îb ge a axa.

||Îb ge ti axa tama hâ.

He is not my boy.

||Îs ge a |gôa.

||Îs ge |gôa tama

She is not my girl

||Nā axab ge a Nama.

||Nā |gôab ge Nama tama hâ.

That boy is not a Nama

||Nā khoes ge a ||gau!nâ-ao.

||Nā khoes ge ||gau!nâ-ao tama hâ.

That woman is not a teacher

||Nā taras ge a |aedi-ao.

||Nā taras ge |aedi-ao tama hâ.

That woman is not a nurse

||Nā |gôas ge a ||kha||khasenao.

||Nā |gôas ge ||kha||khasenao tama hâ.

That girl is not a student.

Ti mamas ge a ꞑûi!khuni-ao.

Ti mamas ge ꞑûi!khuni-ao tama hâ.

My mom is not a translator

Ti dadab ge a ꞑhanuꞑansabe.

Ti dadab ge ꞑhanuꞑansabe tama hâ.

My father is not a lawyer

||Nā khoeb ge a !au-ao.

||Nā khoeb ge !au-ao tama hâ.

That man is not a hunter

||Nā khoes ge ti horesa.

||Nā khoes ge ti horesa tama hâ.

That woman is not my friend

To express the idea of “it’s a ... / It is a.....ge”

- To express the idea of “it’s...”, we just use a noun in its masculine (-b), feminine (-s) or neutral (-i) form plus the subject marker ‘ge’



Rokhoes ge.



Kerkheb ge.



!Hapub ge.



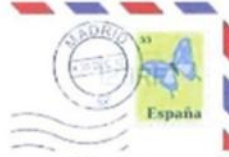
Hamers ge.



!Nāb ge.



!Harob ge.



Siḥkhanis ge.



Amlgaub ge.



Masins ge.



!Gameb ge.



!Girib ge.



!Aub ge.



Hais ge.



Aob/khoeb ge.



‡Khanis ge.



Dao-ams ge.



Xammi ge.



!Hôas ge.



‡Nû-ai!naos ge.



Tāb ge.



Xo!ammi ge.



Oms ge.



Gomas ge.



!Āb ge.



‡Hôa‡khanib ge.



!Uib ge.



!Gapas ge



!Khās ge.

OPEN BOOK EVALUATION 3

1. Please give 3 examples where nasal vowels are used in Khoekhoegowab words?

_____ (3)

2. What is the Khoekhoegowab word for nasal vowels?

_____ (1)

3. Please fill in the missing letter or click in the following Khoekhoegowab words

a) __Gâi __angus Aangename kennis / Nice to make your acquaintance (2)

b) __ui ||kh__ ta a? Kan ek help? / Can I help? (2)

c) __Khawa m__gus Sien jou spoedig / See you soon (2)

d) !Gâi g__ i Dit was aangenaam / It was pleasant. (1)

e) !Gâi a __an si sa Bly om jou te ken / Pleased to know you (1)

f) __Gau!nâ-aos Onderwyseres / Teacher (1)

g) __homai Lees / Read (1)

4. Please translate the following phrases into Khoekhoegowab

a) Lekker dag vir jou / Have a nice day _____ (2)

b) Ek kom nou / I'm coming now _____ (2)

c) Ek gaan / I'm going _____ (2)

d) Mooi loop / Go well _____ (2)

e) Mooi bly / Stay well _____ (2)

f) How is your Mom? _____ (2)

g) How are you today? _____ (2)

5. Verduidelik hoe 'n woord sal uitgespreek word waar 'n vokaal direk na 'n klapklank staan? / Please explain how you would pronounce a word where a vowel is directly after a click?

_____ (1)

6. Match the columns

a) A student (___) Sa |aokhoen

b) The Tourist (___) Ti |hōgu

c) The book (___) !Gûkhoes

d) Your family (___) ||Khā||khāsen-ao

e) My friends (___) ǀKhanis (5)

7. As iemand jou vra hoe dit gaan en dit gaan nie baie goed met jou nie, hoe sal jy dit in Khoekhoegowab sê? When someone asks you how you are and you not well, how would you say it in Khoekhoegowab?
_____ (1)

8. In die onderstaande sinne identifiseer die volgende? / In the sentences below please indicate the following

a) Tita ge ǀkhanisa ra khomai.

b) ǁÎb ge stors ǁga ra !gû.

Subject / Onderwerp a) _____ b) _____

Object / Voorwerp a) _____ b) _____

Verb / Gesegde a) _____ b) _____ (6)

9. Gee die negatiewe vorme van die volgende? / Give the negative forms of the following?

a) ǁÎb ge a axa. _____ (2)

b) ǁNā khoeb ge a !au-ao. _____ (2)

c) ǁÎs ge a tara. _____ (2)

d) ǁNā |gôas ge a ǁkhalǁkhasen-ao. _____ (2)

10. Herskryf die volgende stelling in vrae? / Rewrite the following statements into questions?

a) Axab ge |gôasa ra ǀgai. _____ (2)

b) Khoes ge khoeba ra mû. _____ (2)

c) |Nanus ge ra |api _____ (2)

d) Taras ge a |aedi-aos. _____ (2)

11. Druk die volgende prentjies uit deur te sê; dit is... in Khoekhoegowab



_____ 7)

KAI !GÔAB (TOTAL) – 64

!Gao!ga | Let Wel

- Die teenoorgestelde woorde bly dieselfde, maar die word-eindiging verskil
- Die –s dui die vroulike; Die –b dui die manlike geslag aan

anib	haan	anis	hen
gûb	ram	gûs	ooi
hāb	hings	hās	merrie
gao-aob	koning	gao-aos	koningin
durub		durus	muis
xammi		xams	leeu

!Gao!ga | Let Wel

- Die teenoorgestelde geslag word anders geskryf,
- Maar nog dui die –b aan dat dit 'n manlike geslag is en die –s dui die vroulike geslag aan

axab/ ôab/ gôab	seun	gôas	dogter
aob	man	taras	vrou
dadab	pa	mamas	ma
omep	oom	mikis	tante
aptib	broer	ausis	sister
autab	oupa	aumas	ouma
gōb	bul	gomas	koei

Masculine, Feminine and Neutral Word Endings

!Gao!ga / Let Wel

- All nouns have gender endings
- –b refers to masculine form and are usually broadly designated for things that are long and big
|nub₋ – leg / been, |arab – rib, ||gûb – tooth / tand, |khunub – finger / vinger
- –s refers to feminine form and are usually broadly designated for things that are short and round
||goas₋ – knee / knie, !goros – ankle / enkel, !nôas – heel / haak, mûs – eye / oog
- –n refers to neutral form and are usually broadly designated for things that are shapeless and unknown
Powder like salt – Ꞥō-i; Fluids like water – ||gam-i
- Things / Objects are also culturally predetermined so it can either be with a –b, –s, –i based on cultural belief / indigenous knowledge
|aob – snake / slang, Ꞥkhoab – elephant / olifant, ||aub – fish / vis, !ôas – hare / haas

|Gui-, |Gam-, tsî ꞤGui |Nōb Enkel-, Twee-, en Meervoud

!Gao!ga / Let Wel

- -s dui die vroulike geslag aan, tweevoud eindig met –ra, en meervoud met –di
- -b dui die manlike geslag aan, tweevoud eindig met –kha en meervoud met –gu
- -i dui geen geslag aan, meervoud eindig dan met –n

Gui- (Enkel-)		Gam- (Twee-)	ꞤGui Nōb (Meervoud)
axab	boy	axakha	axagu
gôas	girl	gôara	gôadi
piris	goat	pirira	piridi
arib	dog	arikha	arigu
gomas	koei	gomara	gomadi
khoeb	man	khoekha	khoegu
gôa-i	a child	gôan	gôan

xammi	lion	xamkha	xamgu
audo-i	car	audon	audon

≠Khari |nōb **Diminutives** **Verkleining**

!Gao!ga / Let Wel

- Dit word altyd aangedui deur 'n –ro–
- Vroulike geslag –ros
- Manlike geslag –rob
- Geen geslag wat –i aandui word –ro–i
- Meervoud wat –n aandui word –ron

axab	axarob
axakha	axarokha
axagu	axarogu
axa-i	axaro-i
axan	axaron

gôas	gôaros
gôara	gôarora
gôadi	gôarodi
gôa-i	gôaro-i
gôan	gôaron

xams	xamros
xamra	xamrora
xamdi	xamrodi
xam-i	xamro-i

xammi	xamrob
xamkha	xamrokha
xamgu	xamrogu
khoes	khoeros

khoera	khoerora
khoedi	khoerodi
khoe-i	khoero-i
khoen	khoeron
!ôas	!ôaros
taran	tararon
arib	arirob
hāgu-i	hāguro-i
durus	dururos

Question Words?

Mati? Tare-i?	What?
Tari-e?	Who?
Mapa?	Where?
Tare-i !aroma?	Why?
Ma ae?	When?

Tari-e? Who?

Amtsi amebegudi | Dialoog | Dialogue

Satsa a tari?	Wie is jy? Who are you?
Tita ge Dandago	Ek is Dandago. I am Dandago.
Tari-e?	Wie is dit? Who is it?
Dadab ge.	Dit is Vader. It is Father.
Pieti ge.	Dit is Piet. It is Piet
Tari-e !gâsab?	Wie is dit broer? Who is that brother?

!Gôahesab Emileb ge.

Dit is meneer Emile.

Mapa?

Where?

Amtsi amebegudi | Dialoog | Dialogue

Mapa sa?

Waar is dit? / Where is it?

Mapats hâ?

Waar is jy? / Where are you?

Dadaba mapa hâ?

Waar is Vader? / Where is Father?

Mamasa mapa hâ?

Waar is Moeder? Where is Mother?

Emileba mapa hâ?

Waar is Emile? / Where is Emile?

Willema mapa hâ?

Waar is Willem? / Where is Willem?

Sarasa mapa hâ?

Waar is Sara? / Where is Sara?

Hais !nāga ꞑnoa Saras ge.

Sara sit onder die boom. / Sara is sitting under the tree.

Peleba mapa hâ?

Waar is Pele? / Where is Pele?

!Hanab !nâ hâ Peleb ge.

Pele is in die tuin. / Pele is in the garden.

|Aedi-aoba mapa hâ?

Waar is die Dokter? / Where is the Doctor?

|Ae||gaus tawa hâ |aedi-aob ge.

Die Dokter is by die hospital. / The Doctor is at the hospital.

Like, Want, and Need

!Gâibahe, ꞑGao tsî ꞑHâba

Tita ge ____ !gâibahe.

I like...

Tita ge ____ ra ꞑgao.

I want...

Tita ge ____ ra ꞑhâba.

I need...

Examples

Tita ge ꞑai-!gais xa !gâibahe.

I like to play **soccer**.

Tita ge stors ||ga ra i ꞑgao.

I want to go to the store.

Tita ge pere-e ra ꞑhâba. I need bread.

Tita ge pere-e ra ||ama ꞑgao. I want to buy bread

*Technically, ꞑhâba means to need and ꞑgao means to want. But we normally don't say you need to buy bread but instead you want to buy bread.

The questions for these will be written like this (What do you like?):

Tare-i xas !gâibahe? (When speaking to a female)

Tare-i xats !gâibahe? (When speaking to a male)

Or if you are talking about someone

||Khâ||khâsen- to study/to learn

1. ||Îb / ||Îs ge ra ||khâ||khâsen. He / She is studying.
2. ||Îb / ||Îs ge ra ||khâ||khâsen ꞑgao . He / She want to study.
3. ||Îb / ||Îs ge ||khâ||khâsen xa !gâibahe. He / She like to study.

Negatives

- Things you simply don't like, or want, or need.
- To make it negative, add tama.
- The question will be:

Tare-i xas !gâibahe tama hâ? What do you not like? (When speaking to a female)

Tare-i xats !gâibahe tama hâ? What do you not like? (When speaking to a male)

Tita ge ____ !gâibahe tama hâ. I don't like...

Tita ge ____ ꞑgao tama hâ. I don't want...

Tita ge ____ ꞑhâba tama hâ. I don't need...

Basic Feelings - How to express the way you are feeling

- Khoekhoegowab takes the English form when talking about feelings.

1.) Tita ge a !âsa. I am hungry.

- 2.) Tita ge a ꞑkhî. I am happy.
- 3.) Tita ge |aesen hâ. I am sick.
- 4.) Tita ge tsau hâ. / Tita ge tsausa. I am tired.

Example:

- These both tenses are correct but ra is meaning you're doing it
- While the use of hâ means it is already happening.

Tita ge ra ||om. I am going to sleep

Tita ge ||om hâ. I am sleeping.

Feelings

<u>Feeling</u>		<u>Phrase</u>	
!âsa	hungry	Tita ge a !âsa.	I am hungry.
gâsa	thirsty	Tita ge a gâsa.	I am thirsty.
ope	lazy / bored	Tita ge go ope.	I got lazy / bored.
ꞑkhî	happy	Tita ge a ꞑkhî.	I am happy.
tsâusa	tired	Tita ge a tsausa.	I am tired.
aixa	mad, angry	Tita ge go aixa.	I got angry.
!ao	afraid	Tita ge ra !ao.	I am afraid.
!oa	sad	Tita ge ra !oa.	I am sad.
buru	surprised	Tita ge ra buru.	I am surprised.
âsa	full	Tita ge a âsa.	I am full. (like with food)
		Tita ge â hâ	(Most common I'm full)

sūrixa / tāuxa jealous Tita ge a sūrixa / tāuxa. I am jealous.

*Sūrixa jealous of someone's progress. Tāuxa is when quarreling about a boyfriend (being jealous).

tao shy Tita ge ra tao. I am shy.

||khoa𑌕gao brave Tita ge a ||khoa𑌕gao. I am brave.

𑌕ū||oa mean Tita ge a 𑌕ū||oa I am mean.

|khe / 𑌕khaisa smart Tita ge a |khe / 𑌕khaisa I am smart. *(𑌕khaisa more common)

Ga-ai clever Tita ge a ga-ai I am clever

Sâsa relaxed Tita ge a sâsa . I am relaxed.

𑌕âi𑌕hansen worried Tita ge ra 𑌕âi𑌕hansen. I am worried.

Common Questions about Feelings

||Gâsas a? (f) / ||Gâsats a? (m) Are you thirsty?

Î, ||gâsa ta a Yes, I am thirsty.

!Âsas a? (f) / !Âsats a? (m) Are you hungry?

Î, !âsa ta a! Yes, I'm hungry!

||Âs hâ? (f) / ||Âts hâ? (m) Are you full?

||Âsas a? (f) / ||Âsats a? (m) Are you full?

Hî-î, !âsa ta a No, I am hungry.

OPEN BOOK EVALUATION 4

1. Skryf die verkleinvorme van die volgende / Write the diminutives of the following

a) |gôas _____

b) khoedi _____

c) |namsas _____

d) gomara _____

e) xams _____ (5)

2. Wat is die dubbelvorm van die volgende? / What is the dual form of the following?

a) hāb _____

b) durus _____

c) ||gau!nâ-aob _____

d) |hôas _____

e) ≠khanis _____ (5)

3. Wat is die meervoudsvorm van die volgende? / What is the plural form of the following?

a) |amib (ostrich) _____

b) |hûros (tortoise) _____

c) itsi-ṭbeb (chameleon) _____

d) ≠khoab (elephant) _____

e) !nabas (rhinosteros) _____ (5)

4. Skryf die teenoorgestelde geslag vorm van die volgende: / Write the opposite gender form of the following:

a) |gôas _____

b) gomas _____

c) gûb _____

d) xaib _____

e) anis _____ (5)

5. Translate the following sentences

a) Tita ge pere-e ra ||ama ꞑgao. _____ (2)

b) ||ŋs ge stors ||ga ra !gû ꞑgao. _____ (2)

c) Tita ge ꞑai-!gais xa !gâibahe. _____ (2)

d) Tita ge pere-e ra ꞑhâba _____ (2)

6. Verander die bostaande sinne in negatiewe / Convert the above sentences into negatives?

a) _____ (2)

b) _____ (2)

c) _____ (2)

d) _____ (2)

7. Wat is die verskil tussen ra en a? / What is the difference between ra and a?

_____ (2)

8. Voltooi die volgende sinne / Complete the following sentences

a) Tita ge a _____. I am hungry.

b) Tita ge a _____. I am thirsty.

c) Tita ge ra _____ . I am surprised.

d) Tita ge a _____. I am tired.

e) Tita ge a _____. I am happy. (5)

9. Voltooi die volgende woorde deur die regte letter of klapklank by te sit / Complete the following words through adding the right letter or click

a) __âi__ hansen worried

b) __khoa__ gao brave

c) __āu__ a being jealous

d) __oa sad

e) __u__ oa mean (8)

10. Vertaal die volgende dialoog in Khoekhoegowab / Translate the following dialogue in Khoekhoegowab

First person (Anna): Is jy dors? / Are you thirsty? _____ (2)








Second person (Piet): Ja ek is dors / Yes, I am thirsty. _____ (2)

Is jy honger? / Are you hungry? _____ (2)

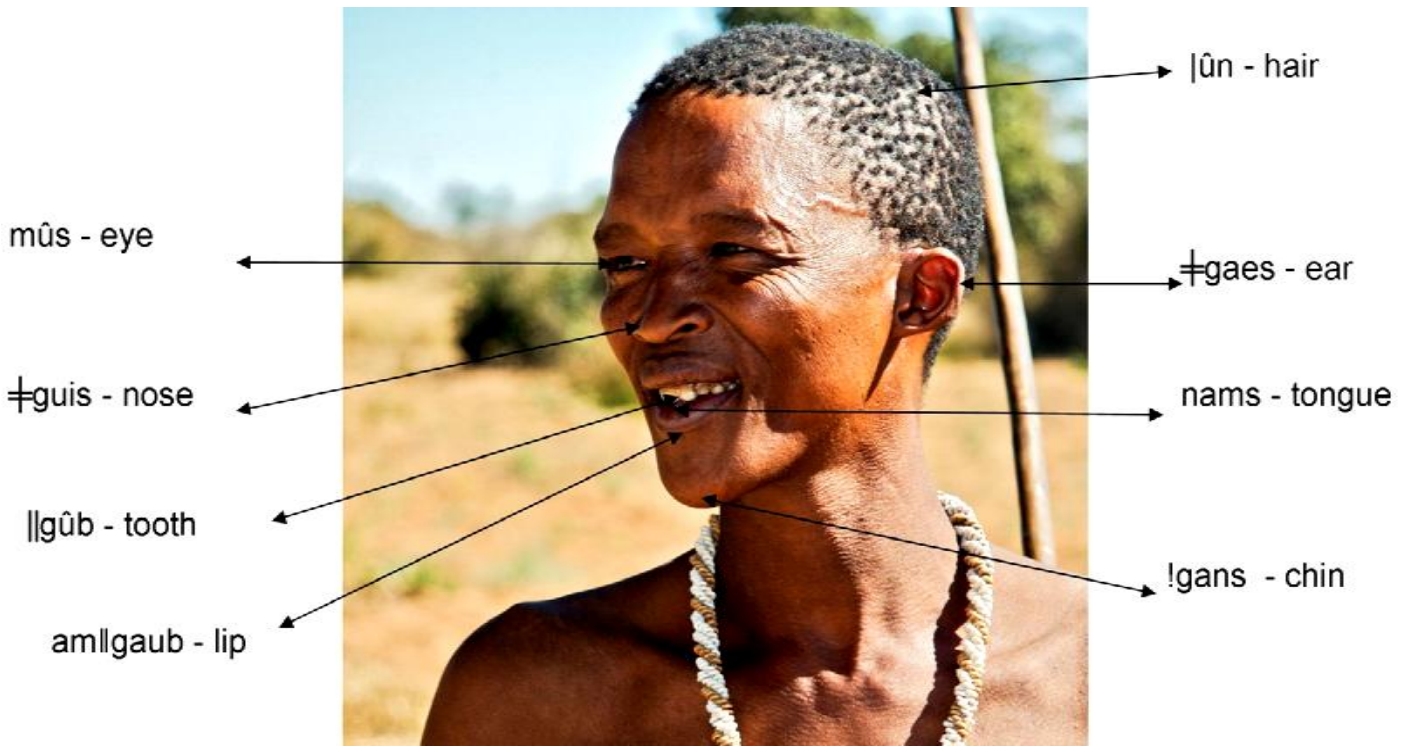
First person (Anna): Ja, ek is honger / Yes I am hungry _____ (2)

KAI !GÔAB (TOTAL) – 60

ILLUSTRATED EMOTIONS

<p>TITA GE A</p>	 <p>ga-ai - intelligent</p>
 <p>!ao - afraid</p>	 <p> aixa - angry</p>
 <p>!aesen - sick</p>	 <p>!oa - sad</p>
 <p>≠khî - happy</p>	 <p>buru - surprise</p>

DANAS DI !ÂN - KOP DELE - HEAD PARTS



danas - head

ams - mouth

!aos - neck

|ūs - chest

!nāb - stomach

‡Gairob - Thigh

||goas- knee

leg- |nub

!Hōs - shoulder

!Unis - elbow

||ôab - arm

!oms - hand

|khunugu- fingers

Ti soros di !ân

‡ais - foot



Woordeskat / Vocabulary

Kop	Head	Danas
Hare	Hair	Ūn
Ore	Ears	≠Gaedi
Gesig	Face	Ais
Oë	Eyes	Mûdi
Neus	Nose	≠Guis
Mond	Mouth	Ams
Tande	Teeth	Gûgu
Keel	Throat	Domi
Tong	Tongue	Nami
Nek	Neck	!Aos
Bors	Chest	Ūs
Maag	Stomach	!Nāb
Heupe	Hips	≠Namidi
Bene	Legs	Nūgu
Arms	Arms	Ōagu
Hande	Hands	!Omdi
Vingers	Fingers	Khunugu
Voete	Feet	≠Aidi
Tone	Toes	≠Ai khunugu
Enkels	Ankles	!Gorodi
Bo-been	Thigh	≠Gairob
Pols	Wrist	!Om!aros
Boude	Buttocks	Dîb / ≠Aredi
Knieë	Knees	Goadi
Elmboog	Elbow	!Unis
Skouers	Shoulders	!Hōdi
Naels	Nails	Gorogu
Lewer	Liver	Âis
Longe	Lungs	Sōgu

Dialog / Dialogue

1. Ti soros ge !kharaga !âde ūhâ. My liggam het verskillende dele. / My body has different parts.
2. Ti danas ge a !gupu. My kop is rond. / My head is round.
3. Tita ge ≠nū |una ūhâ. Ek het swart hare. / I have black hair.
4. Ti ≠gaedi ge a kai. My ore is groot. / My ears are big.
5. Tita ge ti nams |kha ra !hoa. Ek praat met my tong. / I speak with my tongue.
6. ||Īb ge |ûna |us ai ūhâ. Hy het hare op sy bors / He has hair on his chest.
7. ||Īs ge ≠haba ≠namide ūhâ. Sy het breë heupe. / She has broad hips.

- | | |
|----------------------------------|--|
| 8. Îs ge gaxu nuga ūhâ. | Sy het lang bene. / She has long legs. |
| 9. Îb ge gaisa oaga ūhâ. | Hy het sterk arms. / He has strong arms. |
| 10. Îb ge kai !omde ūhâ. | Hy het groot hande. / He has big hands. |
| 11. Îb ge au khunuga ūhâ. | Hy het dik fingers. / He has thick fingers. |
| 12. Îs ge ≠khari ≠aide ūhâ. | Sy het klein voete. / She has small feet. |
| 13. Îs ≠ai khunudi ge a gama. | Sy het krom tone. / Her toes are crooked. |
| 14. Îs ge ui !gorode ūhâ. | Sy het dun enkels. / She has slim ankles. |
| 15. Îs gorodu ge apa apasa. | Haar naels is rooi gekleur. / Her nails are painted red. |

Clinic Vocabulary

patient	ae-ao-i
nurse	aedi-ao-i
clinic	aedi gâus
hospital	aedi gâub
tablets	pel-i
vitamin	vitamin-i
virus	viris-i
AIDS	kai hakas
condom	kondom-i
syringe	naldi
operating room	!hôa!nâ-oms
maternity ward	Ora !nâ-oms

Sample Dialogue in a Clinic

Mati ta huits kha?	How can I help you?
Tita ge !nâ-tôba ūhâ.	I have a stomachache.
Ma ae-i go tsoatsoa?	When did it start?
Aetse ge tsoatsoa.	It started the day before yesterday.
!Gâi a. Ū si sadu pelna	Ok, go collect your tablets.
Kai gangans.	Thank you very much.

Basic Phrases Regarding Health

I am sick.
I have a headache.
I have an eye problem
I am dizzy.
I am vomiting.
I am feeling nauseas.
I have diarrhoea.
I have a cough.
I am coughing.
I have asthma.
I have malaria.
I have a toothache.
He/she has constipation.
He/she has chickenpox.
He/she has a nosebleed.
He/she is bleeding.
He/she has measles.
He/she has a cold.

Tita ge |aesen hâ.
Tita ge danatsûba ūhâ.
Tita ge mû !gomsiba ūhâ.
Tita ge ra some-ai.
Tita ge ra |khûi.
Tita ge ra uixa
Tita ge !haba ūhâ.
Tita ge ||uiba ūhâ.
Tita ge ra ||ui.
Tita ge xansa ūhâ.
Tita ge malarisa ūhâ.
Tita ge ||gûtsûba ūhâ
||Îb / ||Îs ge karo!naba ūhâ.
||Îb / ||Îs ge chickenpoksa ūhâ.
||Îb / ||Îs ge doraguiba ūhâ.
||Îb / ||Îs ge ra dora.
||Îb / ||Îs ge measlesa ūhâ.
||Îb / ||Îs ge ||khaisa ūhâ.

SOCIAL LANGUAGE USE

ENGLISH

To speak
Speak Slower
Speak louder
Please Repeat
How do you say ... in Khoekhoegowab?
What does ... mean?
Word?
I don't understand
I can't hear you
What is that / this?

KHOEKHOEGOWAB

!Hoa re
≠Ause !hoa re
!Garise !hoa re
||Khawa mî re toxoba
Matits ra Khoekhoegowab !nâ ... mî?
... tare-e ra ≠âibasen
Mîs?
||Nâu!ā tama ta ge hâ
||Nâuts tama ta ge hâ
Tare-e ||nā-e / nē-e?

The phrases you can't live without

|Ū ta a.
Khoekhoegowab !nâ !hoa u te.
Tita ge Khoekhoegowaba |orosera !hoa.
Tita ge Khoekhoegowaba ≠kharirose ra !hoa.
Tita ge Khoekhoegowaba ra ||khā||khāsen.
|Khī re
|Khī re nēba
Ū re.
Au te re / Mā te re

I don't know.
Speak to me in Khoekhoegowab.
I speak KKG less.
I speak a little bit of KKG.
I study Khoekhoegowab.
Come.
Come here.
Take
Give me

Basic Questions and Responses for Everyday Situations

Tare-ets ra dī?

What are you doing?

- Xū-e ta dī tama hā.
- Tita ge Ɔkhanisa ra khomai

Nothing.
I am reading a book.

- Mapas ra !gû? (f) Mapats ra !gû? (m)
- Tita ge stors ||ga ra !gû?

Where are you going?
I am going to the store.

- Mapas go hā i? (f) Mapats go hā i? (m)
- Oms tawa
- |Ae||gams !nā.

Where were you?
At home.
In Windhoek.

When you are looking for someone.....

- Mapats hā?
Chrissa mapa hā?
||Ĥba / ||Ĥsa a tari?

Where are you?
Where is Chris?
Who is he/she?

When you are going somewhere

- |Khī da !gû
Toats go? (m) / Toas go? (f)
||Khoaxa i go i?
-Kaise go ||khoaxa i.

Come let's go
Are you done?
Was it good?
It was very good.

When you need clarification....

- ||Nāu!ās ra? (f) / ||Nāu!āts ra? (m)
- Ĥ. ||Nāu!ā ta ra
- Hī-Ĥ. ||Nāu!ā tama ta hā.

Do you understand? / Verstaan jy?
Yes, I understand./ Ja ek verstaan.
No, I don't understand./ Nee ek verstaan nie.

- A: ||Nāu!ās go?(f) / ||Nāu!āts go)(m)
B: ||Nāu!ā ta go

Do you understand? / Verstaan jy?
I understand. / Ek verstaan

- ||Nāu!ās nĤ.(f) / ||Nāu!āts nĤ.(m)
||Nāu!āgu nĤ.

Jy sal verstaan. / You will understand
Hulle sal verstaan / They will understand.

- A: ||Nāu!ā du go?
B: ||Nāu!ā du ge go

Do you (all) understand? (plural) / Verstaan julle?
You understand. / Julle verstaan.

- Dīnas ūhā?
- Dī-e ta ūhā

Do you have questions?
Yes, I have a question.

- Tare-es go di? (f) / Tare-ets go di? (m)
- Xū-e ta di tama hā.

What did you do?
Nothing.

- Tare-es ra ôa? (f) / Tare-ets ra ôa? (m)
- Chrissa ta ra ôa
Toas go? (f) / Toats go? (m)
- Ĥ, toa ta go.




What are you looking for?
I want Chris.
Are you finished?
I am finished.

- Matiko ||aexa i go?
- Disi ir go.

What time is it?
It's 10 o'clock.

OPEN BOOK EVALUATION 5

1. Please write the correct word to express the following emotions / feelings and translate it

<p>TIT A GE A</p>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>

(6)

2. Fill in the correct parts of the head as indicated



(8)

3. Translate the following sentences into Khoekhoegowab

- a) He has hair on his chest. _____
- b) My ears are big _____
- c) She has small feet. _____
- d) He has strong arms. _____ (8)

4. Filling in the missing letter or click in the following Khoekhoegowab words

- a) __Ause !__ oa re
 - b) __Nâu!__ tama ta ge hâ
 - c) !__ arise __ hoa re
- (6)

5. Translate the following Khoekhoegowab sentences in English / Afrikaans

- a) |Apa!aogowab !nâ !hoa u te _____
 - b) Tita ge khoekhoegowaba ra ||khâ||khâsen. _____
 - c) Mā te re _____
 - d) |Ū ta a. _____
- (4)

6. Fill the missing Khoekhoegowab word in the following sentences

- a) _____ ra dī? What are you doing? (speaking to a female)
 - b) _____ ta dī _____ hâ. Nothing.
 - c) _____ go hâ i? (f) Where were you? (speaking to a male)
 - d) Mapats _____ ? Where are you going?
 - e) _____ a tari? Who is she?
- (7)

7. Underline the correct translation of the following sentences

- a) |Khī da !gû
It was very good.
Was it good?
Come let's go
Are you done?
 - b) |Nâu!ā ta go
They will understand.
Do you understand?
I understand.
You understand.
- (4)

8. Find and circle the following words in the Search Word Puzzle below.

1. !Gomsib (weight), 2. !aroma (because), 3. !gâi (good), 4. !goas (morning), 5. !nâ (in), 6. |kha (with), 7. |khai (be absent), 8. |ons (name), 9. |khawa (again), 10. †gâ (enter), 11. aitsama (yourself), 12. tita (I), 13. kaise (very), 14. mâtits (how are you), 15. skoli (school), 16. mû (see), 17. gangans (thank you), 18. hâ (stay), 19. khoekhoe (khoikhoi), 20. gowab (language)
- (20)

W	C	F	W	K	A	V	G	B	R	P	E	O	H	L	W	Y	F	Q	I
K	K	I	G	O	M	S	I	B	C	R	F	D	R	U	Z	P	X	H	K
G	F	E	B	O	D	V	Û	G	D	C	L	Y	M	Â	T	I	T	S	L
	G	O	A	S	N	G	M	J	I	A	H	K	I	V	P	Z	L	P	D
M	A	N	R	H	I	G	Â	I	I	B	H	M	U	H	U	I	C	H	V
K	B	U	B	H	H	Q	T	U	Q	K	K	D	Z	X	W	V	D	S	D
O	X	W	N	F	W	Q	R	Q	Q	F	E	C	A	F	Y	R	N	W	F
J	T	W	Q	X	Q	A	M	O	R	A	I	D	N	W	L	Z	F	K	D
G	M	E	H	W	K	R	K	H	O	E	K	H	O	E	Z	D	A	D	L
G	K	I	D	U	Y	E	H	G	N	A	U	U	B	F	P	O	T	T	C
U	A	E	G	Q	Z	U	Y	T	T	W	T	K	Q	L	O	J	I	Q	S
F	I	R	O	I	Z	S	Y	H	R	A	Y	W	J	M	L	Y	T	R	H
R	S	O	W	F	Z	N	L	M	J	H	I	K	B	F	U	R	U	Y	K
G	E	D	A	I	A	Y	G	T	K	K	L	W	X	Y	B	X	O	G	I
A	U	S	B	J	U	A	E	R	F		O	U	F	Y	P	R	I	S	M
N	A	H	K	I	A	D	X	Z	J	C	K	Y	T	B	Y	D	N	J	B
G	S	N	O	I	O	K	O	V	D	T	S	K	C	I	A	Y	Â	G	M
A	D	G	T	I	D	S	H	Â	D	K	A	I	T	S	A	M	A	Y	X
N	Z	P	X	F	V	Y	H	W	W	U	P	Q	J	Q	D	M	Y	H	K
S	S	C	Y	T	X	Z	S	A	T	U	Â	G	‡	K	G	R	Q	N	P

KAI!GÔAB (TOTAL) – 63

The Most Used Verbs

Feelings

nâu	to hear
âi	to laugh
nam	to love
gâipe	to joke
≠gôm	to believe
ā	to cry
hūpuba ta ge	to suffer

Travel

noba	to walk (fast)
dī	to do
sari	to visit
khupi	to borrow
khī ū	to bring
ho	to find
hō	to touch
≠na	to dance
nae	to sing
≠gai	to call
api	to rain

At Home

om	to sleep
≠khai	to wake up
ana	to dress
daba	to change
ā	to wash
āsen	to bathe
di-unu	to fix
om	to build
an	to live
ī/ aru	to leave

Sports

!khoe	to run
huru	to play
khā	can/to be able to
tsâ	to swim
tsûtsû	to hurt
≠oa!nâ	to lose
aosen	to sweat
tsoatsoa	to start/begin
toa	to finish

Learning Part 1

!hoa	to speak
khā khāsen	to learn
khā khā	to teach
khomai	to read
teken	to draw
verf	to paint
mîba / gamba	to tell
!gâ	to listen
≠nû	to sit
mâ	to stand
khaimâ	to stand up

Learning Part 2

mî!ā	to explain
sîsen	to work
dî	to ask
!eream	to answer
kō	to watch
ho-ām	to succeed
≠âi	to think
uru	to forget
≠an	to know
!gôa	to count
napu	to sweep

Kitchen

≠û	to eat
ā	to drink
sâi	to cook
tsâtsâ	to taste
!gao	to cut
ham	to smell
huni	to stir
≠nûi / gui / mai	to put
≠nâ / ho	to pour
oa oa	to fill

Health

aesen	to be sick
≠gae	to smoke
!gae	to complain
ui	to cough
!anu	to clean
nâ	to fall
khôa	to break

The Store

ama	to buy / to shop
amaxu	to sell
ū	to take
ūhâ	to get / to have
mû	to see
mā / mātare	to give / to pay
khowa-am	to open
≠gan-am	to close
!nari	to drive
mā-≠ui	to spend

Computer

sîsen-u	to use
!eream	to reply
sî	to send
!âu	to wait
≠humi	to organize
kuru / di-unu	to fix
tek	to type
ū-!oa	to accept
nāxu-≠ui	to cancel
mā-am	to allow

The Basic Words

These are some of the most basic words you can use to form sentences and knowing them will help you tremendously in the long run. By using these words in combination with the verb phrases you just learned, you will be able to form much more complex and meaningful sentences.

Conjunctions

amaga / !aroma	because
tsî	and
xawe	but
khâti	also
ai-!â	before
khao-!gâ	after
tamas ka i o	or

Timely Words

nî ae	sometimes
!na-korobe	often
hoa ae	always
≠guro	first
nēsi	now
uni	last

Examples of More Complex Sentences

Pere-i xatsga !gâibahe tama i o tã≠û re (then)
If you don't like to eat bread, then don't eat it!

||Hui !Gaeb tamas **ka i o** Kaimûts ra i gao? (or)
Do you want to go to Cape Town or Keimoes?

!Khoe ta ga o ta ge ra aosen, ||**nā amaga** ta ge ra ||āsen. (that's why)
When I run I sweat, that's why I am washing/bathing.

Quantity Words

!nāsa	more
≠kharise	little
!nāsase	most
≠gui	many
gui	only
aupexa	almost

Nouns

xu-i	thing
!khaib	place

Prepositions

- All prepositions are postpositions
- It follows the noun

kha	with
xu	from
oms !nâ	in die huis
omsa !oa	na die huis
omsa xu	vanaf die huis
oms tawa	by die huis
oms ai	tuis (on / at)
oms xa	(about) van die huis
oms xõ kha	langs die huis
oms ai!â	voor die huis
oms khao!gâ	agter die huis
oms !naga	onder die huis
oms kha	met die huis

The Best Commands To Use When...

*When telling someone **to come with you...**

!Gû khā da a?	Can we go?
Î, ada !gû re.	Yes, Let's go.

When telling someone to go away...

Oa oms ||ga!
||Nāba sī .
≠Oa hoado
||Nāxūte
Ta nēba |huru!
Be
Be xu te
Ta tsā |kha te
Tare-e?

Go home!
Go there.
Get out! (all of you)
Leave me alone.
Don't play here!
Go away (rude)
Get away from me (rude)
Don't touch me.
What is it?

When telling someone to wait for you...

||Nam re!
!Âu te re.

Wait a minute!
Wait for me.

When you are asking for something...

Au te re....
Mā te re

Give me ...
Give me ...

When you are in a hurry...

!Haese dī re.
!Noe re
|Khī re !haese.

Do it fast.
Hurry up
Come here quickly

When you can't hear...

!Gārise !hoa re.
≠Ause !hoa re .
Mība te re
!Hoa|û re
||Khawa mī re?

Speak loudly.
Speak slowly.
Tell me....
Stop talking. (all of you)
Say it again

Possessives

There are 5 possessive stems. Memorize these.

Ti a
Sa a
||Îb / ||Îs di a
||În di a
Sida di a

mine
yours
his/hers
theirs
ours

Adjectives Possessives

Ti	My	Ti oms / omdi	My house/houses
Sa	Your (sg. in general)	Sa oms / omdi	Your house/houses
 Îb di	His	 Îb di oms / omdi	His house / houses
 Îs di	Her	 Îs di oms / omdi	Her house/houses
Sida di	Our	Sida di oms / omdi	Our house / our houses
Sadu di	Your (pl. in general)	Sadu di oms / omdi	Your house/houses
 În di	Their	 În di oms / omdi	Their house/houses



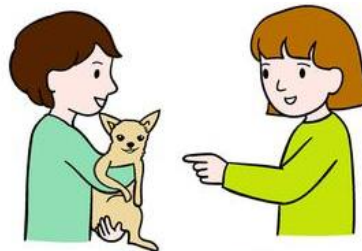
||Îs di |ûn ge a gaxu.
(Her hair is long)



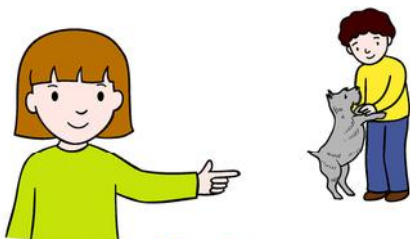
||Îb di |ûn ge a !nu
(His hair is short)



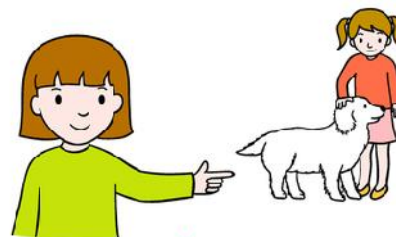
Ti arib



Sa arib



||Îb di arib



||Îs di arib

Further Examples

!Gao!ga | Let Wel

- The words in bold are modifying the word “oms/omdi”. They are called “PossessiveAdjectives”.
- These types of adjectives are used to express possession or ownership.
- In Khoekhoegowab as in English, possessive adjectives comes before the noun they modify.
- The possessives that refer to “his, her, our, your (pl) and their” are followed by the possessive particle “di”.

!Arulî hâ ai||gaudi (*more examples*)

Ti pencilli.

My pencil.

Sa oms.

Your house.

||Îb / ||Îs di chalk-i

His/her chalk.

||În di stuls.

Their chair.

Sida di ≠haweb.

Our paper.

Ti |ons ge a Dena.

My name is Dena

Ti |ons ge a |Khae-khoe

My name is |Khae-khoe

Ti ≠khanira mâpa hâ?

Where are **my books**?

Nēra ge amase **ti** ≠khanira .

These are indeed **my books**

Ti ≠guro **saris** ge nēsa.

This is **my** first **visit**.

Sa ≠khanira ge a nē.

Here are **your books**

Sa |ons ge a Josef.

Your name is Joseph

Sa |ons ge a Susana.

Your name is Susana

Sa mamasa mâpa xu ra |khî?

Where is **your mother** coming from?

Sa dadaba mâpa xu ra |khî?

Where is **your father** coming from?

Sa daoba mâti gotsâ i?

How was **your journey/trip**?

Nēs ge **ti** bolsa.

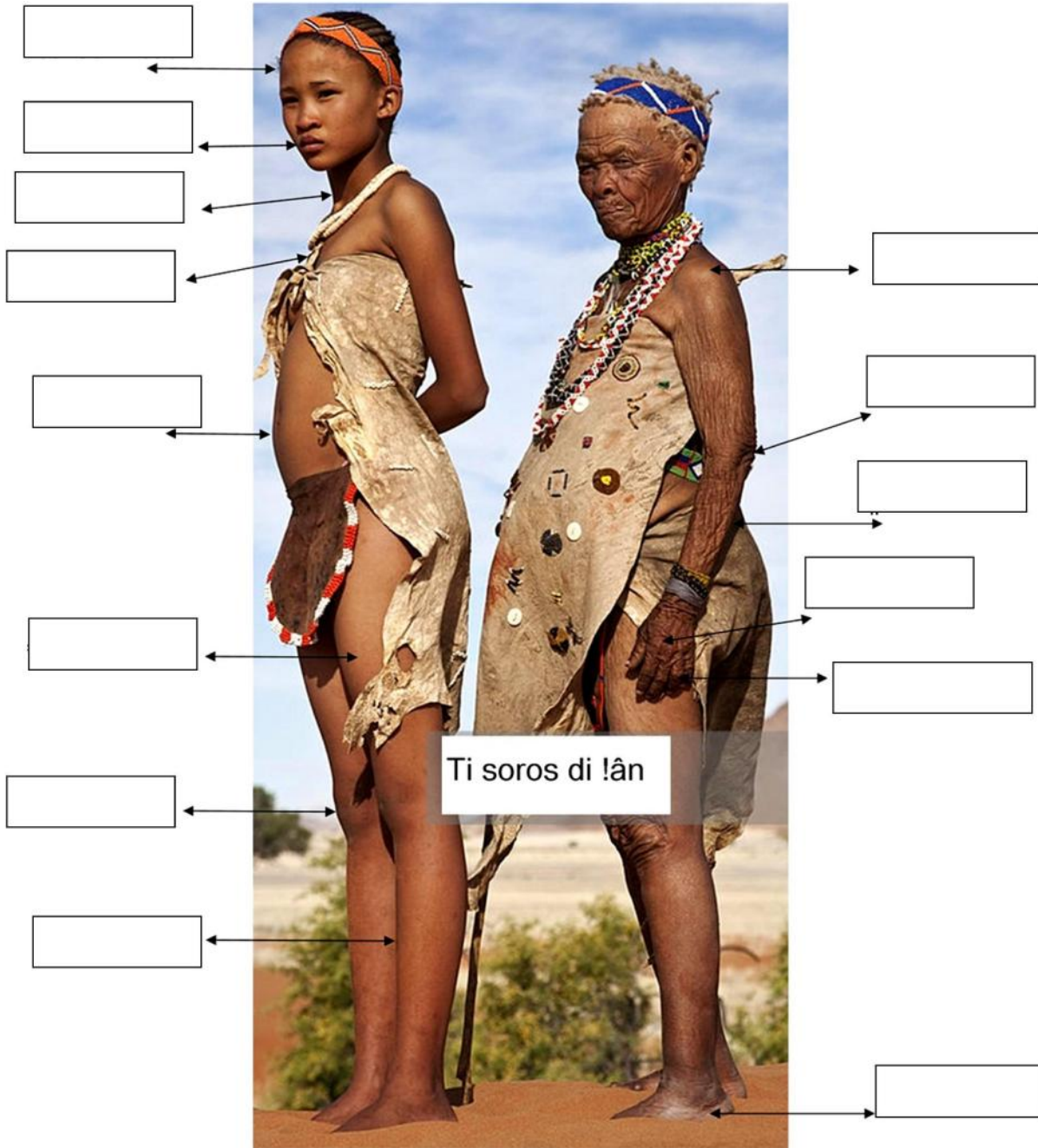
This is **my** ball

Nēs ge **sa** |huruxusa.

This is **your** toy

OPEN BOOK EVALUATION 6

1. Please fill in the missing body parts in Khoekhoegowab



(14)

2. Translate the following verbs into Khoekhoegowab

- a) to hear _____
- b) to love _____
- c) to bring _____
- d) to rain _____
- e) to do _____

- f) to sleep _____
 g) to bathe _____
 h) to run _____
 i) to listen _____
 j) to ask _____

(10)

3. Translate the following words into Afrikaans/ English

- a) †guro _____
 b) tsî _____
 c) tãmas ka i o _____
 d) †gui _____
 e) xawe _____
 f) !nã-korobe _____
 g) nãsi _____
 h) !nãsa _____
 i) !khãti _____
 j) hoallae _____

(10)

4. Translate the following into Khoekhoegowab

- a) What are you doing? _____
 b) Nothing. _____
 c) Where were you? _____
 d) At home _____
 e) Was it good? _____
 f) It was very good. _____
 g) Do you understand? _____
 h) Yes, I understand./ Ja ek verstaan. _____
 i) Wait for me. _____
 j) Come quickly _____

(20)

5. Translate the following Khoekhoegowab questions into English/ Afrikaans?

- a) Dînas ūhã? _____
 b) Dî-e ta ūhã _____
 c) Toats go? (m) _____
 d) Î. toa ta go. _____
 e) Matiko laexa i go? _____
 f) |Gam i ir go. _____

(12)

6. Match the Column A with Column B

- | | |
|-----------------------|---------------------------------|
| 1. Column A | Column B |
| 2. Ti oms / omdî | a) Our house /our houses |
| 3. Sa oms / omdî | b) Her house/houses |
| 4. !Îb di oms / omdî | c) His house / houses |
| 5. !Îs di oms / omdî | d) Your house/houses (singular) |
| 6. Sida di oms / omdî | e) Their house/houses |
| 7. Sadu di oms / omdî | f) My house/houses |
| 8. !În di oms / omdî | g) Your house/houses (plural) |

(7)

7. Translate the following



1. Her hair is long _____ (2)

2. His hair is short _____ (2)

8. Write the opposites of the following

- a) !gōm _____
- b) ||gaisi _____
- c) ≠khari _____
- d) |khuru _____
- e) !khai _____
- f) tsoatsoa _____
- g) khoexa!nâ _____

(7)

9. Fill in the missing letter or click in the following sentences and translate them

- a) ___ Gau!nâs ge ≠hâ≠hâsa. _____
- b) ≠Khanina ___ ganam. _____
- c) Nē ___ gōmsib ai sîsen. _____
- d) ___ îna du ūhâ? _____
- e) ___ Âisa ≠nûi! _____
- f) ||Îb ge |în ___ kha hâ _____
- g) Tita ge ___ anatsûba uhâ. _____

(14)

KAI !GÔAB (TOTAL) – 98

Common Grammar Issues

How to use *have* correctly.

Tare-ets ūhâ?

-Tita ge penna ūhâ.

What do you have?

I have a pen

How to say *with.... me, you,him/her, them, or us.*

Tita ge ||îb |kha hâ.

||îb ge ||în |kha hâ

I'm with him

He's with them.

Locatives

How to say in, on, and at

!nâ (≠Gâ)

||Nāba ≠gâ.

≠Gāxa re .

in

Go in there.

Come in.

tawa

Oms tawa hâ.

at

Stay at home.

ai

Stuls ai ≠nû.

on

Sit on the chair.

How to say here, there, over there, and in here.

Nēba - here

||Gan-e nēba ≠nûi re.

Put the meat here. (on top of something, like a plate)

||Nāba - there

||Gan-e ||nāba ≠nûi re.

Put the meat there. (nearby)

Nauba - over there

||Gan-e nauba ≠nûi re.

Put the meat over there. (over yonder)

Adjectives

The 20 Most Important Adjective Stems

Appearance

îsa / îxa

||gaisi

beautiful / nice

bad / ugly

Difficulty

!gōm

supu

difficult/heavy

easy / light

Intelligence

≠khaisa

gâre

smart

dumb / stupid

Size

Kai	big
≠khari	small
gaxu	tall / long
!nubu	short

Colours

!uri	white
≠nū	black
apa	red
≠hoa	blue
hai	grey
≠gama	brown
!huni	yellow

Temperature

gamsa	hot
!khai	cold

Taste

khoaxa	sweet / delicious
khuru	sour/salty

Weight

!gôm	heavy
supu	light / easy

Attitude

!gâi	kind
khoexa!nâ	friendly
≠u oa	mean
opesa	lazy

School Vocabulary**About the School**

Skolli	school
Skol-i	a school
Gau!nâ-ao-i	teacher
skol- gôan	learners
khoen	people
!gubis	grade
!gubis	class

Subjects

Apa!aogowab	English
!Gôan	Math
≠Ans	Science

Classroom Vocabulary

dîn
!gomsî-i
tafels
stuls
✚haweb
rulerb
chalk-i
chalkboards
|napus
|apoxawab
xoa!nâ✚khanis
xoaxûrub
Tita ge a ||gau!na-ao masenxa-sisen-ao.

questions
problem
desk, table
chair
paper
ruler
chalk
chalkboard
broom
trash
notebook
a pencil
I am a volunteer teacher

Commands & Phrases

Powerful Commands

Tita kō!
✚Âisa ✚nûi!
!Gārise !hoa!
!Hoa|û!
||Khowa-ama hâ ū!

Look at me!
Pay attention!
Speak loudly!
Stop talking!
Bring the key!

About Comprehension

||Nâu!ā te du ra?
Dîna du ūhâ?
Huiba du ✚hâba hâ?
Toa du go?
Masa !eream?
Tari-e !ereamsa a ✚an?

Do you understand me? (plural)
Do you have questions?
Do you need help?
Are you done? (plural)
What is the answer?
Who knows the answer?

Commands Regarding Learning

Xoa ||nâ.
!Haese xoa.
!Khōmâi / ✚Âis !nâ ūhâ.
Nē !gōmsib ai sîsen.
✚Âis !nâ ||khâ||khāsensa ūhâ.

Write this down.
Write quickly.
Remember.
Work on this problem.
Remember to study.

Phrases Regarding Books

✚Khanina ✚ganam.
✚Khanina ||khowa-am.
✚Khanina mā !khunigu .
Xoa |û.
Hoadu ge nî xoa.
Sadu xoa !nâ ✚khanina hâ ū!
Hoadu xoa!nâ✚khanina ta ūhâ?

Close your books.
Open your books.
Switch notebooks.
Stop writing.
Everyone should be writing.
Bring your notebooks!
Do I have everyone's notebooks?

Motivational Statements

!Gau!nâs ge ꞑhâꞑhâsa.

Kaise ꞑhâꞑhâsa.

|Gaisase dîtsâ.

Nĕn ge nî merk-e.

Ta !ao !ereamsa.

||Nā-i ge ꞑhanu tama hâ.

||Nā-i ge ꞑhanu.

ꞑĀisa ꞑnûi.

!Kharu du nî dîtsâ du ka o.

Education is important.

It is very important.

Try harder.

This will be for a grade.

Don't be afraid to answer.

That is not correct.

That is correct.

Pay attention.

You will pass if you try. (plural)

Basic Phrases and Questions About School In General

Mapa du ra sîsen?

Where do you work?

Tita ge skolli tawa ra sîsen.

I work at the school.

Tare-e du ra ||khā||khā?

What do you teach?

Tita ge |Apa!aogowab di ||gau!nâ-ao.

I am an English teacher.

Ma !gubisa du ra ||khā||khā?

What grade do you teach?

Tita ge ||khaisa ||î !gubisa ra ||khā||khā.

I teach grade 8.

Mātiko |gōana ūhâts sa !gubis !nâ?

How many learners are in your class?

Tita ge !nonadisi |goana ūhâ.

I have 30 learners.

ꞑNū pen-ets ūhâ?

Do you have a black pen?

Ti oms !nâ ta ge pen-e ūhâ.

I have a pen in my house.

Cooking, Food, and Drinks

Meal Times

||goaꞑûs

breakfast

metaxꞑûs

lunch

!uiꞑûs

supper

In The Kitchen

!ores

plate

||goab

spoon

verkheb

fork

kopis

cup

xlas

glass

Key Verbs

ꞑû

to eat

â

to drink

sâi

to cook

tsâtsâ

to taste / to try

!gao

to cut

!khaba

to smell

Huni

to stir

Helpful phrases about cooking

Ɔhūmisa i a?
Tita geƆû-e ra sâi.
Tare-e du ra sâi?
Gangans Ɔû-i !aroma.
!Gâise ra ||khoa.
!Gâise ra ham.

Is it ready?
I am cooking food.
What are you cooking?
Thank you for the food.
It tastes delicious.
It smells delicious.

Helpful Phrases About Chores

||Gam-e ta ra ū.
||Gam-e ta Ɔgao tama hâ.
Sida ||gamxaban ge|oa hâ.
Tita ge ti jarsa ra !anu.
Tita ge ti omsa ra |napu.

I am fetching water.
We don't want water.
Our water jugs are full.
I am cleaning my yard.
I am sweeping my house.

The Staple Foods

Ɔû-i
mai-i
pere-i
raisi-i
macaroni-i
||nui-i
boter-i
sop-i
tsâmpere-i

food
porridge
bread
rice
macaroni
oil
butter
soup
cake

Āxun

||gam-i
dai-i
te-i
kofi-i
Ɔauxûib
!khari-i
whisky-i
!khai Ɔkhon-i
sap-i

Drinks

water
milk
tea
coffee
wine
beer
whisky
cool drink
juice

||Gan-i

||au-i
ani||gan-i
piri||gan-i
|ho-i
Goma||gan-i

Meat

fish
chicken
goat
sausage
beef

Shopping

Market Vocabulary

stors	shop
mark	market
dir a	expensive
xudkop a	cheap
mari-i	money
dollar-i	dollar
sent-i	cent
amaxus	sale
matiko?	how much?
ama	to buy
amaxu-ao-i	seller
ama-ao-i	buyer

Potential Dialogues

A. Tare-es ra ||ama Ꞥgao?

What do you want to buy?

B. Tita ge pere-e ra ||ama Ꞥgao, !âsa ta a amaga.

I need to buy bread because I am hungry.

A. Mari-i au te re.

Give me money.

B. Hî-î, Tita ge ti mari-e Ꞥhâba hâ.

No, I need my money.

A. Tita ge a !âsa.

But I am hungry.

B. Tita tsîn.

Me too.

A. Pere-e matiko-e ra Ꞥgan?

How much does the bread cost?

B. Disi randga ra Ꞥgan.

It costs ten rand.

A. Dir a.

Wow, that is expensive.

B. Hî-î, xudkop a.

No, it is cheap.

A. O marisa ū re.

Ok, take the money.

B. Gangans. !Gâise !gû re.

Thank you. Go well.

A. !Gâise hâ re.

Stay well.

A: Mapas go ||ama?

Where did you buy it?

B: Mr. Price dawa ta go ||ama.

I bought it at Mr. Price

*You can add an article of clothing by adding it to the end

Ex: Mapas go ||ama hemsâ?

Where did you buy that shirt?

A: Matiko-e go Ꞥgan?

How much did it cost?

B: Korodisi randga go Ꞥgan.

It cost R50.

OPEN BOOK EVALUATION 7

1. Fill in the missing click or letter

- a) d__n
 - b) skol-|g__an
 - c) __gubis
 - d) __Apa__aogowab
 - e) __haweb
 - f) |__apus
 - g) __apo__awab
 - h) __oa__ûrub
- (11)

2. Translate the following dialogue in Khoekhoegowab

- a) What do you have? _____
 - b) I have a pen _____
- (4)

3. Translate the following locative phrases in Khoekhoegowab

- a) Go in there. _____
 - b) Come in. _____
 - c) Stay at home. _____
 - d) Sit on the chair. _____
- (8)

4. Translate the following into English / Afrikaans

- a) ||Gan-e nēba ꞑnûi re. _____
 - b) ||Gan-e !nāba ꞑnûi re _____
 - c) ||Gan-e nauba ꞑnûi re. _____
- (3)

5. What is the opposite form of the following :

- a) ||gaisi _____
 - b) !gōm _____
 - c) gâre _____
 - d) ꞑkhari _____
 - e) !nubu _____
 - f) !khai _____
 - g) ꞑul'oa _____
- (7)

6. Fill in the missing Khoekhoegowab wod in the following sentences

- a) Tita _____!
- b) _____ ꞑnûi!
- c) _____!hoa!
- d) _____ te du ra?
- e) Masa _____?
- f) _____!ereamsa a ꞑan?
- g) _____!nâ ūhâ.
- h) ꞑÂis !nâ _____ ūhâ.
- i) Sadu xoa !nâ _____ hâ ū!
- j) ||Gau!nâs ge _____.
- k) _____ dītsâ.

l) Kaise _____ . (12)

7. Complete the following dialogue:

a) Person 1: Mapa du ra sîsen?

Person 2: _____

b) Person 1: Tare-e du ra ||khā||khā?

Person 2: _____

c) Person 1: Ma !gubisa du ra ||khā||khā?

Person 2: _____

d) Person 1: Mātiko |gōana ūhâts sa !gubis !nâ?

Person 2: _____

e) Person 1: ꞑNū pen-ets ūhâ?

Person 2: _____ (10)

8. Translate the following food-related words

a) ||goaꞑûs _____

b) ꞑû _____

c) sâi _____

d) !khaba _____

e) mai-i _____

f) ||gam-i _____

g) ꞑauxûib _____

h) !khari-i _____

i) ||au-i _____

j) mari-i _____

k) pere-i _____

l) ||ama _____

m) ||nui-i _____

n) tsâtsâ _____

o) matiko? _____ (15)

9. Complete the following Khoekhoegowab dialogue

Person 1: Mari-i _____ te re.

Person 2: Hî-î, Tita ge ti mari-e _____ hâ.

Person 1: Tita ge a _____.

Person 2: Tita _____.

O marisa _____ re.

Person 1: _____ . Pere-e _____ ra ꞑgan?

Person 2: Disi randga ra _____.

Person 1: !Gâise _____ re.

Person 2: !Gâise _____ re. (10)

KAI !GÔAB (TOTAL) – 80

A: ||Arisa go ma tsē i?
B: ||Aris ge go Sontaxtsē i.

What day was yesterday?
Yesterday was Sunday.

A: ||Arisa matsē?
B: ||Aris ge Denstaxtsē.

What day is tomorrow?
Tomorrow is Tuesday.

A: Aetsēsa go matsē i?
B: Aetsēs ge go Satertaxtsē.

What was the day before yesterday?
It was Saturday.

A: Aetsēsa matsē?
B: Aetsēs ge Wunstaxtsēsa.

What is the day after tomorrow?
It will be Wednesday.

Wunstaxtses ge go !gâi tsē i.

Wednesday was a nice day.

Time Related Words **Days, Weeks, Months**

tsēs
nētsē
||aris
wekheb
||khâb

day
today
yesterday / tomorrow
week
month / the moon

Time of Day

tsēs / sores (di) !nâb
||khâb (di) !nâb
||goas
tsēb
!oes
!oes
vru ||goaga
tsēa
|hōpob

day light
moonlight
morning
afternoon
evening
night
early in the morning
day time
moonlight / starlight

Which Day or Year?

≠oago kuri
nē kuri
aetsē
aetsē

last year
this year
the day after tomorrow
the day before yesterday

Descriptions of WHEN

!nubu ||aeb !nâ
||aero-i !kharuhâse
nēsi

in a short while
a few moments ago
just now

Time Itself

haib
|gâub
Kamab / ||aeb

minute
second
hour

Useful Expressions about Weather

Kaise gamsa	It is very hot.
!Khai a.	It is cool/cold.
Nanuxa ai a.	It is cloudy.
≠Oaxa a.	It is windy.
Api ra	It is raining.
!Khae a.	It is dark.
Khurub	Drought.

A: Nētsēsa mati tsá?

How is the day?

B: Nētsēs ge ≠oaxa.

Today is windy.

Months and Seasons

Names of the Months

!Khanni	Eland	January
!Khan gôab	Eland-calve	February
Khū khâb	Shivering	March
!Hoa≠khaib	Speak the whole night	April
!Khaitsâb	First Cold Current	May
Gama aeb	Crooked log	June
≠Khoesaob	Carry log to burn whole night	July
Ao khumu khâb	Man month	August
Tara khumû khâb	Woman month	September
≠Nū nâiseb	Black belt from sweat of work	October
Hō≠gaeb	Multi-coloured leaves of trees	November
Hôasoreb	Hot Summer	December

A: Nēba ma kuri?

Which year is it?

B: Nēb ge 2015.

It is 2015.

A: Nēba ma ||khâ?

Which month is this?

B: Nēb ge Gama|aeba.

It is June.

A: !Goaxa ||khâba ma?

What is next month?

B: !Goaxa ge |Hō≠gaeb.

Next month is November.

B: ≠Oago ||khâb ge go ≠Nū||nâiseb.

Last month was October.

A: ≠Oago ||khâba go ma i?

What was last month?

Seasons

!khā khaeb	spring
khūnab	summer
sāob	winter
hai!kharub	autumn

Phrases

Huiba ta ge haba hâ.

I want help.

Ū ha re |khi Nicole sa si ma.

Come take this to Nicole.

|Hoe te its koro?

Are you gossiping about me?

||Ae ma ta ge hâ.

I don't care.

||Ore xats ge a.

You are naughty (easily my most used phrase)

Kliniks gâ ta ge ra i.	I'm going to the Clinic.
Outjob gâ ta ge ra i.	I'm going to Outjo
Ae gams gâ ta ge go i.	I went to Windhoek.
Kai khaes gâ ta ge nî i.	I will go to Okahandja.
Ta !gâ si.	Don't Listen.
Mâtiko aeba nî ū.	How long will it take?
‡Oa re i tsî huru.	Go outside and play.
!Nō re	Quiet
Mati tsâ Kamanjaba?	How is Kamanjab?
Sa naweksa mati go tsâ i?	How was your weekend? (for one person)
Sa aokhoen xa mi re?	How is your family?
Gam xu gui ge.	One or the other (Can be used for any this or that scenario.)
‡Nā re	Dance (telling someone to do it)
Xu-i khai	There is nothing
Toa go	It's finished
Matits ta mî?	What did you say? (less polite i.e. for friends or people talking about you while you're standing right there.)

OPEN BOOK EVALUATON 8

1. Fill in the missing clicks or letters (vowels, consonants and diphthongs)

- a) ___ ēs
- b) ___ khâb
- c) nēts ___
- d) we ___ eb
- e) ___ aris
- f) ! ___ s
- g) n ___ si
- h) ___ tsē
- i) h ___ b
- j) ___ aeb
- k) |g ___ b

(11)

2. Translate the following words in English/ Afrikaans

- a) nē kuri _____
- b) ‡oago kuri _____
- c) |hōpob _____
- d) ||khâb (di) !nâb _____
- e) tsēs / sores (di) !nâb _____
- f) !nubu laeb !nâ _____

g) !laero-i !kharuhâse _____ (7)

3. What are the primary directions in Khoekhoegowab?

a) North _____ c). East _____

b) South _____ d) West _____ (4)

4. What are the four seasons called in Khoekhoegowab?

a) Spring _____

b) Summer _____

c) Winter _____

d) Autumn _____ (4)

5. How do you say:

a) To the left _____

b) To the right _____

c) Go straight _____ (6)

6. Complete the following dialogue

Person 1: Matisa ti |ho?

Person 2: _____ (1)

Person 1: Postkantorsa mapa hâ?

Person 2: _____ (2)

Person 1: Mati ta ||naba nî si?

Person 2: _____ (1)

_____ (2).

Person 1: Nēbaxu matikose i a !nu?

Person 2: _____ (2)

Person 1: Postkantorsa ||are|khab ai ≠nôa?

Person 2: _____

(2)

Person 1: Kai gangans ti |ho.

Person 2: _____

(1)

7. What are the days in the week in Khoekhoegowab?

a) Monday _____

b) Tuesday _____

c) Wednesday _____

d) Thursday _____

e) Friday _____

f) Saturday _____

g) Sunday _____

(7)

8. What are the months of the year in Khoekhoegowab?

a) January _____

b) February _____

c) March _____

d) April _____

e) May _____

f) June _____

g) July _____

h) August _____

i) September _____

j) October _____

k) November _____

l) December _____

(12)

9. Complete the following dialogue by stating the correct day of the week, month and year:

Person 1: Nētsēsa ma tsē?

Person 2: _____

Person 1: ||Arisa go ma tsē i?

Person 2: _____

Person 1: ||Arisa matsē?

Person 2: _____

Person 1: Aetsēsa go matsē i?

Person 2: _____

Person 1: Aetsēsa matsē?

Person 2: _____

Person 1: Nēba ma kuri?

Person 2: _____

Person 1: Nēba ma ||khâ?

Person 2: _____

Person 1: !Goaxa ||khâba ma?

Person 2: _____

Person 1: †Oago ||khâba go ma i?

Person 2: _____

(18)

10. Answer the following Khoekhoegowab question, Nētsēsa mati tsâ, by saying...

a) It is very hot. _____

b) It is cool/cold. _____

c) It is cloudy. _____

d) Drought. _____

e) It is raining. _____

f) It is dark. _____

g) It is windy. _____ (7)

11. Match Column 1

with

Column 2

- | | |
|--------------------------------|--|
| a) Huiba ta ge haba hâ. | (1) It's finished |
| b) Hoe te its koro? | (2) Don't Listen. |
| c) Ae ma ta ge hâ. | (3) How was your weekend? (for one person) |
| d) Hui !Gaeb gâ ta ge go i. | (4) There is nothing. |
| e) Ta !gâ si. | (5) I want help. |
| f) Mâtiko aeba nî ũ. | (6) What did you say? |
| g) ≠Oa re i tsî huru. | (7) I don't care. |
| h) Sa naweksa mati go tsâ i? | (8) Go outside and play. |
| i) Sa aokhoen xa mi re? | (9) Are you gossiping about me? |
| j) ≠Nā re | (10) How long will it take? |
| k) Xu-i khai | (11) I went to CapeTown |
| l) Toa go | (12) How is your family? |
| m) Matits ta mî? | (13) Dance (telling someone to do it) (13) |

KAI !GÔAB (TOTAL) – 100

Wilde diere Xamarin

muskiet | ūitsib



vlinder aputes



padda | lḡoas



skilpad
|nās



akkedis | #nobos



tarentaai
|khēnas



vis | laub



slang | aob



koedoe xaib



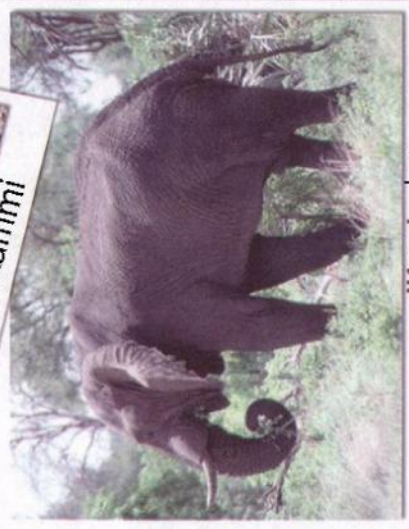
leeu xammi



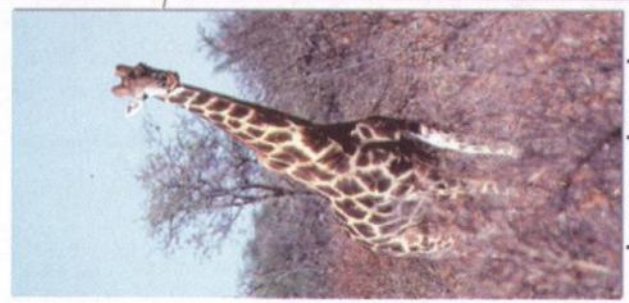
rob | hommi



olifant | #khoab



kameelperd
|naib



Ilgam-e mapa xu ra hā?

Where does water come from?

tenks tank



#oapoms windmill



tsub pit



Igamaudob water truck



Ikhaeb dam



hurib sea



iāb river



xoras waterhole



poms pump



INanuba matib ī? How's the weather



Inanuxa-ai cloudy



lapixa rainy



sorexa sunny



#oaxa windy



tsamaroxa snowy



tsantoxa misty



tsaraxa dusty



inarexa hail



rainbow

lapilhanab

Khoen ra dī xūn Things people do



kuru-aob
mechanic



!napu-aob
street sweeper



!naokuru-aob
carpenter



!aelamaxū-aos
wood seller



builder
omaob



ommū#amaos
domestic worker



!gau!nā-aos
teacher



!amaxū!gāu hui-aos
cashier



!gae-audo!nari-aob
taxi driver



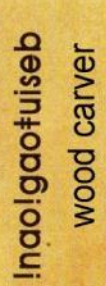
#ā-aob
butcher



pere-amaos
baker



#hūi-aob
waiter

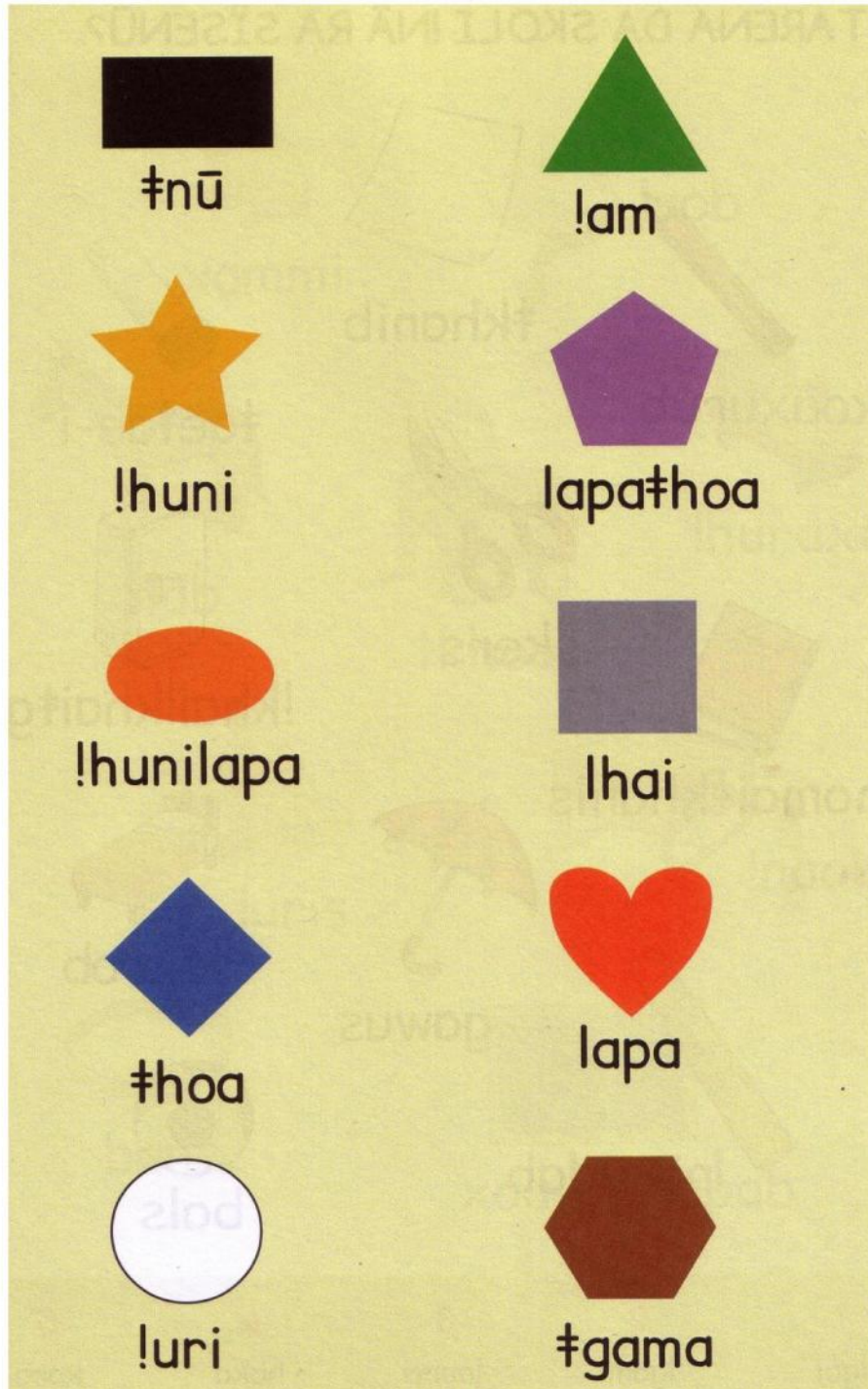
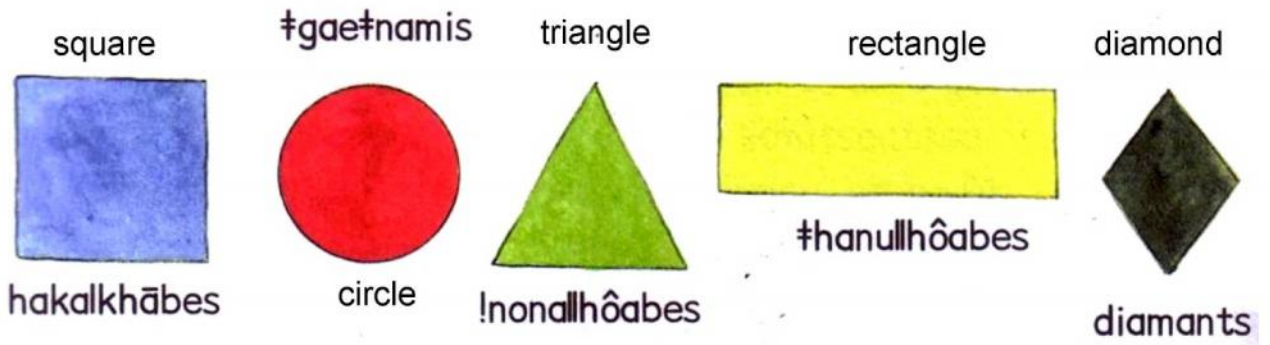


!nao!gaotuseb
wood carver



ĪSIGU TSĪ ĴŪGU

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Closing remarks

This Manual was compiled by Bradley van Sitters specifically for the Basic Foundation of Khoekhoegowab Course at the University of Cape Town. This work is a culmination of processes set in place by the |Xarra Restorative Justice Forum at the Centre for Africa Studies under the guidance of Dr. June Bam. Although the Manual uses predominantly English as the communication language it attempts to also accommodate Afrikaans speakers wherever possible.

Contact Details

Language Commission – Bradley van Sitters bradlox@gmail.com
Community Engagement Liaison – Tauriq Jenkins tauriqishere@gmail.com
Extra Mural Studies – bronwyn.geldenhuis@uct.ac.za

