Trainee Kinyarwanda Book

Table of Contents

1. Topic 1: Introduce yourself / Interpersonal relationships
2. Topic 2: Introduce someone/ Interpersonal relationships
3. Topic 3: Talk about family members/ Explain family relationships
4. Topic 4: Talk about happy and unhappy events
5. Topic 5: Politely accept or refuse an invitation
6. Topic 6: Describe your health
7. Topic 7: Seek help from community members in case of emergency
8. Topic 8: Describe safety issues to local authorities
9. Topic 9: Express essential needs
10. Topic 10: Ask about prices and the quality of articles in the market
11. Topic 11: Bargain in the market
12. Topic 12: Inquire about Rwandan food and eating traditions
13. Topic 13: Order a meal and a drink in a restaurant
14. Topic 14: Ask and explain the steps of cooking a typical Rwandan meal
15. Topic 15: Describe daily activities
16. Topic 16: Obtain information about daily activities of a given family
17. Topic 17: Describe a house and ask to have it repaired
18. Topic 18: Describe the job as a Health Volunteer
19. Topic 19: Describe your studies and job experience
20. Topic 20: Write administrative letters
21. Topic 21: Give and ask for directions
22. Topic 22: Locate a place and describe it
23. Topic 23: Inquire about and describe transport possibilities and conditions in Rwanda
24. Topic 24: Identify and describe activities related to seasons in Rwanda
TOPIC #1: Kwibwira abandi / Imibanire y’abantu n’abandi

Introduce yourself / Interpersonal relationships

Learning objectives from KSAs

- **Greet someone in Kinyarwanda at a precise moment of the day.**
  
  *Gusuhuza umuntu mu Kinyarwanda mu bihe bitandukanye by’umunsi.*

- **Say your name and your function in Kinyarwanda when presenting yourself.**
  
  *Kuvuga izina rye n’umurimo akora mu Kinyarwanda mu gihe yivuga.*

- **Ask someone his news in Kinyarwanda without using notes.**
  
  *Kubaza umuntu mu Kinyarwanda amakuru ye nta gusoma.*

- **Bid farewells to someone at a precise moment of the day without reading in the notebook.**
  
  *Gusezera umuntu atarebeye mu kayi ye y’ikinyarwanda, mu bihe bitanduka by’umunsi.*
I.1. DIALOG
Scenario
Lily, umukorerabushake wa Peace Corps, yasuye bwa mbere imirenge y’akarere ka Huye azakoreramo; asanga Paul umuyobozi w’umurenge wa Ngoma mu biro

*Lily, a Peace Corps volunteer, visited for the first time the sectors of Huye district in which she will work and she met Paul, a sector coordinator, in his office.*

Lily: Tok, Tok, Tok (akomange)
Paul: Injira!
Lily: Muraho!
Paul: Muraho! Nimwicare.
Lily: Murakoze.
Paul: Muri bande?
Lily: Nitwa Lily, ndi umunyamerika, ndi umuganga, nkaba ndi umukorerabushake wa Peace Corps. Ntuye muri aka karere ka Huye.
Paul: Ahaaa! Ni mwebwe mbese?
## I.3. Different corners

<table>
<thead>
<tr>
<th><strong>Different notes</strong></th>
<th></th>
</tr>
</thead>
</table>
| **Cultural Circle** | Guhana ibiganza mu gusuhuzanya biri mu muco nyarwanda  
*Shaking hands is a tradition of Rwandan culture.*  
Uburyo bwo guhoberana mu Rwanda bugaragaza urukundo n’urukumbuzi abantu bafitanye  
*In Rwandan culture, hugging someone expresses friendship and shows that you have missed them.*  
Iyo uhuye n’umuntu ari bwo bwa mbere, cyangwa se mudaherukanye, umusuhuza ukoresheje “Muraho”  
*When you meet someone for the first time or when you have not seen them for a long time, you greet them by using “Muraho”* |
| **Medical Corner** | Nta suku iri mu guhana ibiganza n’umuntu wese.  
*It’s not hygienic to shake hands with everyone.*  
NB. You will frequently see people make forearm contact instead. |
| **Safety and security Square** | Gukomeza kureba umuntu mu maso bishobora gutuma umuvumbura igihe ari mu mafuti kuko yirinda ko murebana mu maso  
*If you maintain eye contact with someone, it may help you to discover if they are guilty because those guilty avoid eye contact.* |
| **Tech Corner** | Iyo ununtu asuhuza umwarimu cyangwa undi muntu mukuru abikorana icyubahiro.  
*When people greet their teacher or someone who is a superior, they do it politely.* |
| **Language tips** | **Bite sha?** Ni imvugo itiyubashye ivuga “*what’s up?*”; iba language tip bitewe n’uyikoresheje iyo agaragaje ko asuzuguye uwo abwira.  
*Bite sha? is a very informal way to say “What’s up?” Only use this with informal or casual company.*  
**Amashyono** ni indamukanyo ikoreshwa muri rusange n’abantu bakuru (ababyeyi) babwira abato. Ni ukubifuriza kugira inka nyinshi. Nabo babasubiza amashyongore bivuga ko yagombye kuba arimo inka z’ingore nyinshi.  
*Amashyono is a greeting which is commonly used by older people (parents) talking to younger people. It means that they wish them to have many cows. The response:* |
amashyongore means there should be many female cows among them to produce.

II. EXPLOITATION

2.1. Vocabulary: Professions / Amazina y’imirimo

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umushoferi</td>
<td>____________</td>
</tr>
<tr>
<td>Umuhinzi</td>
<td>____________</td>
</tr>
<tr>
<td>Umutetsi</td>
<td>____________</td>
</tr>
<tr>
<td>Umuganga</td>
<td>____________</td>
</tr>
<tr>
<td>Umurobyi</td>
<td>____________</td>
</tr>
<tr>
<td>Umwarimu</td>
<td>____________</td>
</tr>
</tbody>
</table>

II.2. Rule:
Names of professions & other words describing persons in Kinyarwanda are structured like this:

<table>
<thead>
<tr>
<th>Augment</th>
<th>Nominal prefix</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>mu</td>
<td>ganga</td>
</tr>
<tr>
<td>U</td>
<td>mu</td>
<td>hinzi</td>
</tr>
<tr>
<td>U</td>
<td>mu</td>
<td>robyi</td>
</tr>
<tr>
<td>U</td>
<td>mu</td>
<td>tetsi</td>
</tr>
<tr>
<td>U</td>
<td>mu</td>
<td>shoferi</td>
</tr>
</tbody>
</table>

To make them plural, change “U – mu” to “A- ba”

Examples:

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umushoferi</td>
<td>Abashoferi</td>
</tr>
<tr>
<td>Umuhinzi</td>
<td>Abahinzi</td>
</tr>
<tr>
<td>Umutetsi</td>
<td>Abatetsi</td>
</tr>
<tr>
<td>Umuganga</td>
<td>Abaganga</td>
</tr>
</tbody>
</table>
II.2. Grammar: Verb "to be" in simple present / Inshinga "Kuba" mundagihe.

II.2.1. Context

Njyewe, Alphonsine, ndi umwarimu w’ikinyarwanda. Wowe, Lily, uri umusitagiyeri. Mupemba we ni Diregiteri wa sitaje kandi ari mu biro.

II.2.2. Explanation

The underlined words represent the verb “kuba” (to be) conjugated in simple present. Notice that they change with the personal pronoun with which they are used.

Njyewe ndi umwarimu.
Wowe uri umusitajer.
We ni Diregiteri.
We ari mu biro.

The verb Kuba is an irregular verb. When conjugated in simple present is done like this:

<table>
<thead>
<tr>
<th>Personal Pronoun</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Pers. Sing</td>
<td>n</td>
</tr>
<tr>
<td>2nd Pers. Sing</td>
<td>u</td>
</tr>
<tr>
<td>3rd Pers. Sing</td>
<td>a</td>
</tr>
<tr>
<td>3rd Pers. Sing</td>
<td>-</td>
</tr>
</tbody>
</table>

3rd Person Singular with the verb Kuba has 2 conjugations:
1.) Ari – used when talking about location.
2.) Ni – used when talking about characteristics.

Examples:
Mupemba ari mu biro                John ni muremure.
Mupemba is in the office.
John Reddy ari i Kigali            Alphonsine ashobora kwiruka vuba vuba.
John Reddy is at Kigali            Alphonsine can run very fast.

III. Linguistic Functions

III.1. Greetings / Gusuhuza

III.1.1.1. Greetings for when people meet for the first time or after a long period of time.
A: Muraho?  
B: Muraho!

III.1.1.2. Greeting for when people meet in the morning or before noon.  
_iyo abantu bahuye mu gitondo._

A: Mwaramutse?  
B: Mwaramutse!

III.1.1.3. Greeting for when people meet in afternoon or in the evening.

A: Mwiriwe?  
B: Mwiriwe!

III.1.1.4. Greetings to be used any time of the day/night.

A: Komera!  
B: Ndakomeye

III.1.2. _Bidding farewells/ Gusezera_

III.1.2.1. Farewell in the time you don’t think you will meet for a long time.

A: Murabeho!  
B: Murabeho!

III.1.2.2. Farewell to be used in the morning till evening

A: Mwirirwe!  
B: Mwirirwe!

III.1.2.3. Farewell in the evening

A: Muramuke!  
B: Muramuke!

III.2. To ask for the news / _kubaza amakuru_

A: Amakuru ki?  
B: Ni meza.

A: Bite?  
B: Ni Byiza.

**Note:** If you want to sound formal, use the plural form

**Examples:**

**Informal**  
Uraho?  
Waramutse?  
Wiriwe?  
Wirirwe!

**Formal**  
Muraho?  
Mwaramutse?  
Mwiriwe?  
Mwirirwe!
III. PRACTICE

III.1. Matching

Match each word with the corresponding image

- Umwarimu
- Umushoferi
- Umurobyi
- Umuhinzi
- Umutetsi
- Umuganga

III.2. Fill in the blanks

Fill in the empty spaces using the verb **Kuba** conjugated for the appropriate person.
1) Barack Obama______________ Perezida.
2) Wowe ____________umunyeshuri.
3) Wowe ____________mu ishuri.
4) David Petreous ____________muri Irak.
5) Michael Jackson ____________umuririmbyi.
6) Mupemba ____________mu biro.

III.3. Line gram

*Fill in the appropriate phrases in the empty lines:*

a) 
A: ______________________
B: Muraho!
A: Amakuru!
B: ______________________
A: Mwirirwe!
B: ______________________

b) 
A: ______________________
B: Mwiriwe!
A: ______________________
B: Ni meza.
A: Muramuke!
B: ______________________
IV. LINK TO THE HOST COMMUNITY

Go and ask facilitators their names and introduce yourself to them. Please make notes of some new words you have learned and be prepared to share them with your teacher and your classmates. Here is an example:

_Genda ubaze abarimu amazina yabo kandi ubibwire. Wandike amagambo mashya  uza kuba wize kandi witegure kubisangiza mwarimu wawe n’ abo mwigana. Hano hari urugero:_

  Nitwa __________. Mwe muri bande ? (Mwe babita bande?)

  Ndi umusitajiyeri wa Peace Corps. Wowe ukora iki?

V. SELF EVALUATION

Trainee’s name: ______________________  Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

<table>
<thead>
<tr>
<th>I can not yet perform</th>
<th>I perform minimally</th>
<th>I perform adequately</th>
<th>I perform well</th>
</tr>
</thead>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
### New words and expressions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashwi</td>
<td>No</td>
</tr>
<tr>
<td>Ashwi da!</td>
<td>No!</td>
</tr>
<tr>
<td>Amakuru</td>
<td>News</td>
</tr>
<tr>
<td>Bite?</td>
<td>What’s up?</td>
</tr>
<tr>
<td>Diregeteri</td>
<td>Director/Headmaster</td>
</tr>
<tr>
<td>Hehe?</td>
<td>Where?</td>
</tr>
<tr>
<td>Injira</td>
<td>Come in</td>
</tr>
<tr>
<td>Karere</td>
<td>District/region</td>
</tr>
<tr>
<td>Kuba</td>
<td>To be</td>
</tr>
<tr>
<td>Gukora</td>
<td>To do/to work</td>
</tr>
<tr>
<td>Kwicara</td>
<td>To sit down</td>
</tr>
<tr>
<td>Kwitwa</td>
<td>To be called</td>
</tr>
<tr>
<td>Meza</td>
<td>Good</td>
</tr>
<tr>
<td>Muhinzi</td>
<td>Cultivator</td>
</tr>
<tr>
<td>Mukorerabushake</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Murakoze</td>
<td>Thank you.</td>
</tr>
<tr>
<td>Muramuke</td>
<td>Good bye(in the evening)</td>
</tr>
<tr>
<td>Muri</td>
<td>In</td>
</tr>
<tr>
<td>Mwaramutse</td>
<td>Good morning</td>
</tr>
<tr>
<td>Mwebwe</td>
<td>You</td>
</tr>
<tr>
<td>Mwirirwe</td>
<td>Good bye(in the morning)</td>
</tr>
<tr>
<td>We</td>
<td>Him</td>
</tr>
<tr>
<td>Nyewe</td>
<td>I/ Me</td>
</tr>
<tr>
<td>Oya</td>
<td>No</td>
</tr>
<tr>
<td>Rekada</td>
<td>No</td>
</tr>
<tr>
<td>Sitage</td>
<td>Training</td>
</tr>
<tr>
<td>Umuganga</td>
<td>Nurse</td>
</tr>
<tr>
<td>Umunyamerika</td>
<td>American citizen</td>
</tr>
<tr>
<td>Umunyarwanda</td>
<td>Rwandan citizen</td>
</tr>
<tr>
<td>Umurobyi</td>
<td>Fisherman</td>
</tr>
<tr>
<td>Umusitajiyeri</td>
<td>Trainee</td>
</tr>
<tr>
<td>Umutetsi</td>
<td>Cooker</td>
</tr>
<tr>
<td>Umwarimu</td>
<td>Teacher/professor</td>
</tr>
<tr>
<td>Wowe</td>
<td>You</td>
</tr>
<tr>
<td>Yego</td>
<td>Yes</td>
</tr>
</tbody>
</table>
TOPIC # 2: Kubwira undi abandi / Imibanire y’abantu n’abandi
To introduce someone / Interpersonal relationship

Learning objectives from KSAs

- Introduce a friend using their names and profession in Kinyarwanda.
  Kubwira inshuti ye abandi akoresheje interuro zikwiye zivuga amazina n’umurimo mu Kinyarwanda

- Describe his/her profession in Kinyarwanda to somebody.
  Gusobanura umurimo we mu Kinyarwanda abwira umuntu ubimubajiije.

- Greet somebody in Kinyarwanda at a precise moment of the day.
  Gusuhuza umuntu mu Kinyarwanda akurikje igihe nyacyo.

- Ask questions in Kinyarwanda about someone else’s profession and identity.
  Kubaza ibibazo ku murimo w’undi muntu n’ibimuranga.
I. MOTIVATION

I.1. SCENARIO:
Kayitesi ni umukozi wa Peace Corps; ari kumwe na Betty umusitagiyeri wa Peace corps basuye Mariya wiganye na Gatesi. Gatesi arabwira Mariya uwo Betty ari we.

Kayitesi, a Peace Corps staff member, and Betty, a Peace Corps trainee, went to visit Mary, who has studied with Gatesi. Gatesi introduces Betty to Mary.

I.2. DIALOG

Kayitesi: Tok, tok, tok, (arakomanga)
Mariya: Karibu!
Kayitesi: Muraho?
Mariya: Muraho! Nimwicare.
Mariya: Eeeh! Betty, utuye he?
Betty: Ntuye i Butare.
Mariya: Ufite abana bangae?
Betty: Sindi umugore, ndi ingaragu.
Mariya: Ni byiza, turishimye
Kayitesi: Turatashye, murabeho!
Mariya: Murabeho, murakoze.
## I.3. Different corners

| **Different notes**                                                                                          |
|---|----------------------------------------------------------------------------------------------------------------|
| **Cultural Circle**                                                                                       |
| Mu muco nyarwanda, birasanzwe kubaza umuntu niba yubatse cyangwa umubare w’abana afite.                     |
| *It’s normal in Rwanda to ask about marital status or the number of children.*                           |
| Iyo umuntu w’igitsina gab'o abwiye umukobwa cyangwa umugore amagambo yo kumushima (wambaye neza, uri mwiza...), kenshi aba ashaka uburyo bwo kumutereta. |
| *Men compliment (you are well dressed, you are beautiful...) women as a way of flirting.*               |
| **Medical Corner**                                                                                         |
| Nta bang'a umuntu agira imbere ya muganga. Ibibazo byose byemewe kubazwa no gusubizwa.                    |
| *There are no secrets with doctors or nurses. All questions are allowed to be asked and answered.*       |
| Nta muntu uvuga uburwayi bwe keretse iyo akekeye ubufasha bujyanye no kwivuza                              |
| *One doesn’t talk about his/her illness except when he/she needs medical help.*                          |
| **Safety and security Square**                                                                             |
| Kubaza ibibazo bijyanye n’ubuzima bw’umuntu ku giti cye ntibihungabanya umutekano w’umuntu.              |
| *Asking personal questions doesn’t disturb one’s security. At the same time, don’t be direct when answering personal questions.* |
| Akenshi ibibazo bijyanye no kumenya niba umuntu yubatse cyangwa atubatse biba bifite ikibyihishe inyuma. |
| *Often, questions about marital status have the underlining meaning. (The person would like to know your marital status to start flirting you if you are single).* |
| **Tech Corner**                                                                                            |
| Abanyeshuri bashobora kubaza ibibazo ku buzima bwa mwarimu wabo, amashuri yize,... Ni ngombwa kwitegura kwibwira abanyeshuri ku muns'i wa mbere winjiye mu ishuri. |
| *Students may ask questions about their teacher’s life and studies. Be prepared to introduce yourself on your first day in a classroom.* |
| **Language tips**                                                                                         |
| Ijambo umuntu wanjiye rigaragaza ko hari isano cyangwa ubushuti bwihariye hagati y’uvuga n’uro muntu    |
| *The expression "umuntu wanjiye" ("my person") shows that there is a close relationship or friendship between the speaker and that person.* |

### II. EXPLOITATION
2.1. VOCABULARY

2.1.1. Amazina y’ubwenegihugu

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umunyamerika</td>
<td>__________________</td>
</tr>
<tr>
<td>Umunyarwanda</td>
<td>__________________</td>
</tr>
<tr>
<td>Umurundi</td>
<td>__________________</td>
</tr>
<tr>
<td>Umugande</td>
<td>__________________</td>
</tr>
</tbody>
</table>

**Rule:** Nationality is formed by: **“Umunya” + the name of a country.**

**Examples:**
- Kenya: **Umunya kenya**
- Rwanda: **Umunyarwanda**
- Kanada: **Umunyakanada**

**Rule:** Countries starting with **“Ubu”**, replace **“Ubu”** with **“Umu”**.

- Uburundi: **Umurundi**
- Ubugande: **Umugande**

2.1.2. Andi magambo / Other words and expressions

<table>
<thead>
<tr>
<th>Karibu</th>
<th>__________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nimwicare</td>
<td>__________________</td>
</tr>
<tr>
<td>Umushyitsi</td>
<td>__________________</td>
</tr>
<tr>
<td>Mugenzi</td>
<td>__________________</td>
</tr>
<tr>
<td>Umustajiyeri</td>
<td>__________________</td>
</tr>
<tr>
<td>Umugore</td>
<td>__________________</td>
</tr>
<tr>
<td>Ingaragu</td>
<td>__________________</td>
</tr>
<tr>
<td>Uwashatse</td>
<td>__________________</td>
</tr>
</tbody>
</table>
II.2. GRAMMAR: Conjugation of the verbs “To be” and “To have” in simple present

II.2.1. Context

“Njyewe, Gerardine, ndi umwarimu kandi mfite abana batatu. Jyewe na Claire turi Abanyarwanda”

II.2.2. Explanation

The underlined words are the verb “kuba”/ "to be” in simple present while the one in bold is the verb “Kugira”/ “to have” is in simple present

**VERB Kuba: Affirmative form**

<table>
<thead>
<tr>
<th>Ndi</th>
<th>Turi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uri</td>
<td>Muri</td>
</tr>
<tr>
<td>Ari / Ni</td>
<td>Bari / Ni</td>
</tr>
</tbody>
</table>

**Rule:**
When the verb is followed by a nationality, a profession or qualifying adjective, the 3rd person is “ni” and it becomes “ari” in singular or “bari” in plural when it is followed by a name of a place.

**Urugero:**
Alphonsine ari mu ishuri
Claire na Gerardine bari mu ishuri.
Claire na Gerardine ni abarimu.

**VERB Kuba: Negative form**

<table>
<thead>
<tr>
<th>sindi mu ishuri</th>
<th>ntituri abatetsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>nturi hanze</td>
<td>ntimuri abashoferi</td>
</tr>
<tr>
<td>ntari mu biro/ si diregiteri</td>
<td>ntabari mu gikoni/si abatetsi</td>
</tr>
</tbody>
</table>

**Rule:**
To make negative put “nti” at the beginning of the conjugated verb. On the 1st person of singular and, put si instead of “nti”. “Ni” always becomes “si”.

**Example:**
Claire na Gerardine si abarimu.

**Kugira: Affirmative form**

Mfite igitabo Dufite...
Ufite ikaramu Mufite...
Afite ipapuro Bafite...

**Kugira: Negative form**

Simfite igitabo Ntidufite...
Ntufite ikaramu Ntimufite...
Ntafite ipapuro Ntibafite...
II.3. LINGUISTIC FUNCTIONS:
Introducing yourself and asking another person’s name.

A: Wowe witwa nde?
B: Nitwa Mariya, ndi umwarimu, ndi Umunyarwandakazi; none wowe uri nde?
A: Ndi Betty, ndi umusitagiyeri, ndi Umunyamerika

These are other ways of asking somebody his/her name:
- Witwa nde? Nitwa ______________
- Uri nde? Ndi ______________
- Bakwitwa nde? Banyita ______________
- Izina ryawe ni irihe? Izina ryanjye ni ______________
- Muri ba nde? Uyu bamwita ________, jyewe nitwa __
- Mwitwa ba nde? Turi abakozi ba Peace corps
- Babita ba nde? Nitwa/Izina ryanjye ni ______________
- Izina ryanyu ni irihe? Nitwa ______________
- Ko ntabazi? Nitwa ______________

III. PRACTICE

III.1. Fill in the blanks: Fill in these blanks with the appropriate nationalities.

1. Marc ni (Ubufaransa) Marc ni ______________
2. Mary ni (Ubwongereza) Mary ni ______________
3. Mugabe ni (Zimbabwe) Mugabe ni ______________
4. Abdou Diouf ni (Senegali) Abdou Diouf ni ______________
5. Djibril ni (Gineya) Djibril ni ______________

III.2. Conjugation
Conjugate the verbs kuba or kugira in the following sentences.

Uzuza inturo zikutikira ukoresheje inshinga Kuba no Kugira mundaghe

3. Yohani ______________(kugira) abana bane.
5. Kamali na Kagira ______________(kuba) mu ishuri.
III.3. Q & A

1) Uri nde?
John.

2) Ufite iki?
igitabo

3) Bakwita nde?
Betty

4) Izina ryawe ni irihe?
July

5) Mariya afite iki?
igaramu

6) Aba ni bande?
Thomas Malea

7) Uyu bamwita nde?
Alphonsine

8) Ko ntabamenye?
Taylor, uyu Emily twese

9) Uyu muri kumwe akora iki?

10) Ubusanzwe mwe mukora iki?

III.4. Translation: Translate the following dialog in Kinyarwanda

Kayitesi: (she is knocking)

Mariya: Come in.

Kayitesi: Good morning.

Mariya: Good morning. Sit down.

Kayitesi: Thank you. This guest is Betty. She is married and she is my colleague. She is from California.

Mariya: Are you a Peace Corps Volunteer?

Betty: I am not a Peace Corps Volunteer; I am a Peace Corps Trainee.

Kayitesi: Good bye.

Mariya: Good bye.
IV. LINK TO THE HOST COMMUNITY

Go in your Resource Family/Host Community and ask at least three people about their job using “Mukora iki?”, and be prepared to share the answers with the others in your next language class.

V. SELF EVALUATION

Trainee’s name: ______________________ Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

<table>
<thead>
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<tbody>
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<td>I perform adequately</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
## New vocabulary and new expressions

<table>
<thead>
<tr>
<th>Igitabo</th>
<th>Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ikayi</td>
<td>Notebook</td>
</tr>
<tr>
<td>Ingaragu</td>
<td>Single</td>
</tr>
<tr>
<td>Irati</td>
<td>Rule</td>
</tr>
<tr>
<td>Isaha</td>
<td>Hour</td>
</tr>
<tr>
<td>Karibu</td>
<td>Welcome</td>
</tr>
<tr>
<td>Kwishima</td>
<td>To be happy</td>
</tr>
<tr>
<td>Gutaha</td>
<td>To go home</td>
</tr>
<tr>
<td>Gutura</td>
<td>To live</td>
</tr>
<tr>
<td>Mugenzi</td>
<td>Friend, colleague</td>
</tr>
<tr>
<td>Umushyitsi</td>
<td>Visitor</td>
</tr>
<tr>
<td>-ngahe?</td>
<td>How much?</td>
</tr>
<tr>
<td>Telefon</td>
<td>Telephone</td>
</tr>
<tr>
<td>Umugande</td>
<td>Ugandan citizen</td>
</tr>
<tr>
<td>Umugore</td>
<td>Woman</td>
</tr>
<tr>
<td>Umunyakanada</td>
<td>Canadian citizen</td>
</tr>
<tr>
<td>Umurundi</td>
<td>Burundi citizen</td>
</tr>
</tbody>
</table>
TOPIC # 3: Gusobanura munyango / Imibanire y’abantu n’abandi
Talk about family members/ Explain family relationships

LEARNING OBJECTIVES FROM KSAs

- Explain in Kinyarwanda relationships between family members.
  Gusobanura mu Kinyarwanda nta gusoma amasano ari hagati y’abantu batandukanye bagize umuryango.

- Ask questions in Kinyarwanda about someone else’s family.
  Kubaza ibibazo mu Kinyarwanda ku bagize umuryango w’undi muntu.

- Answer questions about your family members in Kinyarwanda.
  Gusubiza ibibazo ku bagize umuryango wawe mu Kinyarwanda.
I.MOTIVATION

I.1. SCENARIO: Mike, a Peace Corps Volunteer, is going to visit his counterpart Kalisa who is a doctor at Kabutare Hospital and has given him an invitation to visit his family at home.

I.2. DIALOG

Mike: Muraho?
Kalisa na Mugeni: Muraho! Tubahaye ikaze, nimwicare.
Mike: Murakoze.
Kalisa: Mugeni, Uyu ni mushyitsi yitwa Mike, ni Umunyamerika, ni umukorerabushake wa Peace Corps, dukorana ku bitaro
Mugeni: Yee! Ni byiza. Muturuka mu yihe Leta ya Amerika?
Mike: Nturuka muri Chicago. Niho iwacu.
Mugeni: Eeeh! Umuryango wawe wose uba muri Amerika?
Mike: Yego. Papa, mama, mukuru wanjye na mushiki wanjye bose baba muri Amerika.
Mike: Murakoze cyane

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
</table>
| **Culture Circle** | Mu muco nyarwanda, umuryango aba ari mugari. Ntabwo ugarukira kuri Papa, Mama, n'abana gusa. Haza n'abo mufitanye isano bose, n'abo mubana mu rugo.  
In Rwandan culture, families are large. Families are not limited only to the father, mother and children. It is composed of all relatives and even individuals who live at home. |
| **Medical Corner** | Mu muco nyarwanda barafashanya. Abagize umuryango bashobora kwishyira hamwe bakavuza umurwayi iyo afite uburwayi bukomeye nka canseri n'izindi...(Urugero:bashobora guteranya amafaranga)  
"Helping" is part of Rwandan culture. Members of a family may share the responsibility of taking a member to the doctor. They may even help collect money. |
| **Safety and security Square** | Imyitwarire mibi y'umuntu umwe mu muryango ishobora kwitirirwa umuryango wose.  
A bad reputation of one member of the family reflects poorly on the whole family. |
| **Tech Corner** | Umuyobozi cyangwa undi muntu ufite ibyo ashinzwe mu kazi runaka aba agomba kuba |
Yubatse cyangwa se afite umuryango. Iyo bitari ibyo ntiyubahwa nk’uwubatse.

_Someone of authority in an institution typically has a family. They will not be respected as much as the married ones until they do._

**Language tips**

Hari amazina y’ubwoko bwo mu miryango nyarwanda arangwa n’ibisimba bitandukanye:

_There are names of clans in Rwandan families that are characterized by animals:_

<table>
<thead>
<tr>
<th>Amazina/ Names</th>
<th>Ibisimba/ Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abazigaba</td>
<td>Ingwe/ Leopard</td>
</tr>
<tr>
<td>Abega</td>
<td>Igikeri/ Frog</td>
</tr>
<tr>
<td>Abasinga, ...</td>
<td>Igisiga/ Eagle, .....</td>
</tr>
</tbody>
</table>

**II. EXPLOITATION**

2.1. **VOCABULARY:** Amasano y’abagize umuryango

2.1.1. Context

Mugeni ni umugore wa Kalisa, bafite abana babiri Hirwa na mushiki we Teta

2.1.2. Explanation

The underlined words shows the family relationships of people in the sentence

**This is Kalisa’s family tree:**

![Family Tree Diagram](image)

1) Mugeni ni umugore wa Kalisa
2) Kalisa ni umugabo wa Mugeni
3) Teta ni mushiki wa Hirwa
4) Hirwa ni musaza wa Teta
5) Kalisa ni papa wa Teta na Hirwa
6) Mugeni ni mama wa Teta na Hirwa
7) Teta na Hirwa ni abavandimwe
II.2. GRAMMAR: Possessive adjectives / *Ikinyazina ngenera*

II.2.1. Context


II.2.2. Explanation

The underlined words are possessive adjectives

*Amagambo aciyeho akarongo ni ibinyazina ngenera*

<table>
<thead>
<tr>
<th><strong>Rule:</strong> In Kinyarwanda, we form the possessive adjective relating to people like this:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wa + a personal pronoun.</strong> Some changes are made:</td>
</tr>
<tr>
<td>Wa + njye → Wanjye</td>
</tr>
<tr>
<td>Wa + wowe → Wawe</td>
</tr>
<tr>
<td>Wa + we → Wê</td>
</tr>
<tr>
<td>Wa + twe → Wacu</td>
</tr>
<tr>
<td>Wa + mwe → Wanyu</td>
</tr>
<tr>
<td>Wa + bo → Wabo</td>
</tr>
</tbody>
</table>

II.3. LINGUISTIC FUNCTIONS:

*Presenting members of a family [werekana abagize umuryango]*
II.3.1. Context

Dore abagize umuryango wa Christine Mukazayire: umugabo we yitwa Charles, abana batatu barimo abakobwa babiri, Isabelle na Hope, Arsène n’umuhungu umwe, Arsène. Ariko hari n’abandi.

2.3.2. Analysis

The underlined words are words used when showing or representing something/someone. Here are the other ways to do it:

Examples:
- Dore umugabo wa Christine, yitwa Charles
- Dore abana babo
- Aba ni abana babo
- Reba umuhungu wa Christine

III. Practice

III.1. Fill in the blanks: From this family tree, describe different family relationships and fill in the sentences below appropriately.

1. Mugeni ni ______________ Kalisa.
2. Kalisa ni ______________ wa Mugeni.
3. Teta ni ______________ wa Hirwa.
4. Hirwa ni ______________ wa Teta.
5. Kalisa ni ______________ wa Teta na Hirwa.
6. Mugeni ni ____________ wa Teta na Hirwa.
7. Hirwa ni ______________ wa Simbi.
8. Mugisha ni ______________ wa Simbi.
9. Teta ni ______________ wa Mugisha.
10. Mugisha ni ______________ wa Teta.
11. Simbi ni ______________ wa Hirwa.

**III.2. Q & A**

1. Ninde perezida wawe?
   ______________________________________

2. Ninde perezida wanjye?
   ______________________________________

3. Perezida wacu ni Barack Obama?
   ______________________________________

4. Ninde perezida wacu?
   ______________________________________

5. Kalisa ni papa wawe?
   ______________________________________

6. Ninde papa wawe?
   ______________________________________

7. Ninde mama wawe?
   ______________________________________

8. Kagame Paul ni Perezida wawe?
   ______________________________________

**III.3. Translation**

.Translate the following sentences into Kinyarwanda and share your answers with your classmates.

1. Where is your family?
   ______________________________________

2. Your books are in your room.
   ______________________________________
3. Where are their trainers? ________________________________________

4. Who is our Peace Corps Country Director? ________________________

5. His son is going home. __________________________________________

6. My children are in town. ________________________________________

IV. LINK TO THE HOST COMMUNITY

Visit your Resource Family with the photos of your family. Ask two of them the questions below. Then explain the family relation between you and people on the photos. Make sure you are able to present your family in Kinyarwanda the next language class without using your notes.

Questions:
  1. Umuryango wawe uri he? ________________________________________
  2. Umuryango wawe ufite abantu bangahe? ____________________________
  3. Ni nde mukuru mu muryango wanyu? ______________________________
  4. Abaturanyi banyu ni abantu beza? _________________________________
  5. Abana banyu bari ku ishuri? _____________________________________
V. SELF EVALUATION

Trainee’s name: ______________________ Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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</tbody>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
Vocabulary and new expressions

<table>
<thead>
<tr>
<th>Aba</th>
<th>These</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dore</td>
<td>There is/are</td>
</tr>
<tr>
<td>Gute</td>
<td>How?</td>
</tr>
<tr>
<td>kabiri</td>
<td>Two</td>
</tr>
<tr>
<td>Iki ?</td>
<td>Who?</td>
</tr>
<tr>
<td>Kusobanura</td>
<td>Explain</td>
</tr>
<tr>
<td>Mama</td>
<td>Mother</td>
</tr>
<tr>
<td>Mubyara</td>
<td>Cousin</td>
</tr>
<tr>
<td>Umuco</td>
<td>Culture</td>
</tr>
<tr>
<td>Umukobwa</td>
<td>Girl</td>
</tr>
<tr>
<td>Mukuru</td>
<td>Big brother/Big sister</td>
</tr>
<tr>
<td>Murumuna</td>
<td>Little brother/little sister</td>
</tr>
<tr>
<td>Musaza</td>
<td>Brother</td>
</tr>
<tr>
<td>Mushyiki</td>
<td>Sister</td>
</tr>
<tr>
<td>Mwana/Bana</td>
<td>Child/Children</td>
</tr>
<tr>
<td>Nyirakuru</td>
<td>His/her grand mother</td>
</tr>
<tr>
<td>Nyirasenge</td>
<td>His/her aunt</td>
</tr>
<tr>
<td>Nyogokuru</td>
<td>My grand mother</td>
</tr>
<tr>
<td>Nyogosenye</td>
<td>Your aunt</td>
</tr>
<tr>
<td>Masenge</td>
<td>My aunt</td>
</tr>
<tr>
<td>Papa</td>
<td>Father</td>
</tr>
<tr>
<td>Reba</td>
<td>Look</td>
</tr>
<tr>
<td>Sekuru</td>
<td>His/her grand father</td>
</tr>
<tr>
<td>Gatatu</td>
<td>Three</td>
</tr>
<tr>
<td>Tubahaye ikaze</td>
<td>Welcome</td>
</tr>
<tr>
<td>Umuhungu</td>
<td>The son/boy</td>
</tr>
<tr>
<td>Umuryangao</td>
<td>Family</td>
</tr>
<tr>
<td>Umwe</td>
<td>One</td>
</tr>
<tr>
<td>Uyu</td>
<td>This</td>
</tr>
</tbody>
</table>
TOPIC # 4: Gushaka amakuru ku bintu bibabaje cyangwa bishimishije / Imibanire y’abantu n’abandi
Name and gather information about some happy and unhappy events / interpersonal relationship.

LEARNING OBJECTIVES FROM KSAs

- Tell someone else at least three correct names of happy or unhappy events in Kinyarwanda.
  Kubwira undi muntu amazina nyayo nibura atatu y’iminsi mikuru cyangwa ibyago mu Kinyarwanda.
- Get information in Kinyarwanda about happy/unhappy events.
  Kubaza amakuru mu Kinyarwanda ku bijyanye n’iminsi mikuru cyangwa ibyago.
- Give information about happy/unhappy events and different ceremonies.
  Gutanga amakuru ku minsi mikuru cyangwa ibyago n’imihango itandukanye.
I. MOTIVATION

I.1. DIALOG: Byangenze bite / What happened?

SCENARIO:
Uwera is a Rwandan nurse at Kabuga Health Center and she is Helen’s colleague, a Peace Corps volunteer. Uwera didn’t come to work on Monday and now Helen is asking Kagabo, another Rwandan worker at that center and neighbor of Uwera, what happened?

Helen: Waramutse Kagabo?
Kagabo: Waramutse Helen.
Helen: Ese Uwera ari hehe?
Kagabo: Yoo! Ese ntubizi?
Helen: Byagenze bite?
Kagabo: Uwera yabyaye, ari mu kiruhuko.
Helen: Yoo! Ni byiza. Yabyaye iki?
Kagabo: Yabyaye umuhungu.
Helen: Ni uko, ni uko; niyonkwe. Nshobora kumuzanira indabo?
Kagabo: Byaba byiza mumuzaniye amata.

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
</table>
| **Culture Circle** | Mu muco nyarwanda, kumenya igitsina cy’umwana umubyeyi yabyaye ni ingenzi kubera ko baha agaciro umwana w’umuhungu kurusha uw’umukobwa. Muri iki gihe, bitangiye guhinduka kubera ko uburinganire hagati y’abagabo n’abagore bugenda butezwa imbere mu Rwanda.  
*In Rwandan culture, it is very important to know if the new-born is male or female because they give much more value to a male child than to a female one.  
Nowadays, things are changing due to the promotion of gender equality.* |
| **Medical Corner** | Muri iki gihe abahungu mu Rwanda barashishkarizwa kwisiramuzwa kuko bibafasha kugira isuku y’igitsina, bikanabarinda indwara ziterwa n’umwanda kandi bikanabagabanyiriza kuba bakandura indwara zandurira mu mibonano |
Males are being sensitized about circumcision. Now they know it helps them to avoid illness caused by lack of sexual hygiene, and reduce the risks of sexual transmitted diseases.

A mother who has a new born protects her baby from people who may poison or transmit diseases to them.

Pay attention when you are participating in a ceremony: never leave your opened drink or food unattended because it may be poisoned.

Drinking too much beer is dangerous. You may get drunk and there are people who will take advantage of you.

It’s best to be well dressed at all times and to wear the clothes that are relevant to the ceremonies in which you are attending.

There are days on the calendar that are viewed as holidays. Other days off are given to people because of a particular event. (example: wedding, a death of a close relative, a sickness, ...)

Habi umuganda mu gihugu hose kuwa gatandatu wa nyuma wa buri kwezj

Umuganda is a community work day in the entire country. It takes place on the
last Saturday of every month. Volunteers should also participate.

| Language tips | “Abavumbyi”: ni abantu baba baje mu birori kugirango nabo banywe kandi banye. Ntibatwerera, ntibanatanga imfashanyo ijiyanye n’ umuhango. “Abavumbyi”: It is the name given to the non-invited people who come to the ceremony to drink and to eat. They don’t contribute or help in the ceremony. |

I. EXPLOITATION

II.1. VOCABULARY

Happy and unhappy events / Iminsi mikuru n’ibyago

II.1.1. Context


<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umunsi mukuru</td>
<td>______________________</td>
</tr>
<tr>
<td>Ubukwe</td>
<td>______________________</td>
</tr>
<tr>
<td>Ubunani</td>
<td>______________________</td>
</tr>
<tr>
<td>Kwita izina</td>
<td>______________________</td>
</tr>
<tr>
<td>Noheli</td>
<td>______________________</td>
</tr>
<tr>
<td>Icyunamo</td>
<td>______________________</td>
</tr>
<tr>
<td>Ikiruhuko</td>
<td>______________________</td>
</tr>
<tr>
<td>Pasika</td>
<td>______________________</td>
</tr>
<tr>
<td>Umunsi w’intwari</td>
<td>______________________</td>
</tr>
</tbody>
</table>

Expressions related to happy and unhappy events:

Yooo! | ______________________ |
Ese! | ______________________ |
Ntubizi | ______________________ |
Byagenze bite? | ______________________ |
Habaye iki? | ______________________ |
**II.3. GRAMMAR**: Simple past tense / *Impitakera*

**II.3.1. Context:**

**II.3.2. Analysis**

Ejo Uwera yarabyaye
Ejo njye nararwaye
Ejo wowe warasetse
Ejo abantu barishimye

**Rule:**
These underlined verbs are in the simple past tense. In Kinyarwanda, to conjugate a verb in the simple past tense, we replace the "ku" or "gu" of the infinitive by the **verbal prefix** plus the **tense marker** "a-ra" if the verb does not have an object, or "-a-" if it does, plus **root** plus the **end syllable** "-ye".

**Example:** Yarabyaye
- Infinitive: Kubyara ku-byar-a
  - ku is the infinitive mark.
  - byar is the verbal root.
  - a is the infinitive final.

Simple past: Yarabyaye ⇒ a-a-ra-byar-ye / Yarabyaye

**Rules:**
a+a ⇒ ya
r+the final ye ⇒ ye

**Examples:**

<table>
<thead>
<tr>
<th>INSHINGA</th>
<th>IMBUNDO</th>
<th>IMPITAKERA</th>
<th>ICYITONDERWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yarabyaye</td>
<td>Kubyara</td>
<td>a-a-ra-byar-ye</td>
<td>a - y / - a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>r - y / - ye</td>
<td></td>
</tr>
<tr>
<td>Wararirimbye</td>
<td>Kuririmba</td>
<td>u-a-ra-ririmb-ye</td>
<td>u - w / - J</td>
</tr>
<tr>
<td>Narasetse</td>
<td>Guseka</td>
<td>n-ara-sek-ye</td>
<td>ku - gu / - indagi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>k + y = ts</td>
</tr>
</tbody>
</table>
In “yarabyaye”:
1. The personal pronoun “a” becomes “y” because it comes before a.
2. The tense marker = ara
3. The root of the verb = -byar- loses its r when combined with the final ye
4. The final is ye.

More examples:
- Ejo Kalisa yararwaye.
- Umwaka ushize naratewe.
- Mugabo yarasaze.

a) Uwera yabyaye umuhungu

**Rule:** The ending –ye of the past makes the following changes:

<table>
<thead>
<tr>
<th>K+ye=tse</th>
<th>S+ye=she</th>
<th>r+ye=ye</th>
<th>t+ye=se</th>
<th>r+ye=ze</th>
<th>g+ye=ze</th>
</tr>
</thead>
</table>

**Examples:**
- Ejo navuze icyongereza.
- Umwaka ushize naguze imodoka.
- Mu cumweru gishize wariye igitoke mu kabari.
- Ejo John na Mary bakoze ubukwe

**II.2. LINGUISTIC FUNCTIONS:**

Inquiring about happy and unhappy events / *Kubaza amakuru ku minsi mikuru n’ibyago*

**II.2.1. Context:**

A: Kwa Kagabo ko hari abantu benshi habaye iki? Hari ubukwe?
B: Oya, si ubukwe.
A: None ni iki cyabaye?
B: Umwana we yapfuye bari mu ihamba.

**II.2.2. Analysis**

In Kinyarwanda to inquire about happy and unhappy events, we use questions like ‘Habaye iki?’ or “Byagenze bite?”, the answer may be “Habaye_______” which means “there is” or “there are”

**Example:**
Habaye ubukwe. Habaye icyunamo. / There is a wedding. There is mourning.
III. PRACTICE

III.1. Pair work: Sit in pairs & read the following sentences. Then underline the names of happy events and put in brackets the names of unhappy events.

– Ubukwe bwa Mugeni ni ku bunani
– Ku munsi w'intwari, twanyoye inzoga nyinshi.

III.2. Free discussion: Discuss how the following days are celebrated in the USA.

– Noheri
– Ubunani
– Umunsi w’ubukwe
– Umunsi w’icyunamo

III.3. Conjugation: Conjugate the verbs in brackets in the simple past tense.

1. Ejo hashize David (Guhobera) Mary.

____________________________________________________

2. Njyewe (Kubyara).

____________________________________________________

3. Mu cyumweru gishize, muganga (Kuvura) abarwayi?

____________________________________________________

4. Ejo hashize Peter (Kujya) muri Barthos Hotel.

____________________________________________________

5. 9/11/2001 Abanyamerika (Gutora).

____________________________________________________
6. Mu kwezi gushize, Kalisa (Kurwara) malariya.

IV. LINK TO THE HOST COMMUNITY

Go and ask your host families about the main events they celebrate and how they celebrate them. Use the following questions and be prepared to report the information in your classroom.

Mugende mubaze abarimu banyu iminsi mikuru bizihiza n’uko bayizihiza, mwifashishije ibibazo bikurikira kandi mwitegure kuvuga mu ishuri ibyo bari bubabwire.

Question /Ikibazo :
Iminsi mikuru mukunda kugira ni iyihe?
Muyizihiza mute? (igenewe ba nde, haba hari iki?, Kangahe mu mwaka?,....)

V. SELF EVALUATION

How did you perform this competency?

This table serves as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category you feel best describe your performance. If you still are uncomfortable with that lesson, please take time up with the LCF or study from the lesson chapter again.

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I cannot yet perform</td>
<td></td>
</tr>
<tr>
<td>I perform minimally</td>
<td></td>
</tr>
<tr>
<td>I perform adequately</td>
<td></td>
</tr>
<tr>
<td>I perform well</td>
<td></td>
</tr>
</tbody>
</table>

I have specific problem in:
• General comprehension of the text or the dialogue
• Understanding vocabulary
• Grammar
• Doing exercise

**VOCABULARY AND NEW EXPRESSIONS**

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Byagenze bite?</td>
<td>What happened?</td>
</tr>
<tr>
<td>Ese!</td>
<td>Is it true?</td>
</tr>
<tr>
<td>Habaye iki?</td>
<td>What happened?</td>
</tr>
<tr>
<td>Icyunamo cya genocide</td>
<td>Memory of genocide</td>
</tr>
<tr>
<td>Ikiruhuko</td>
<td>Vacation</td>
</tr>
<tr>
<td>Kwita izina</td>
<td>Give a name (naming ceremony)</td>
</tr>
<tr>
<td>Noheli</td>
<td>Christmas</td>
</tr>
<tr>
<td>Ntubizi?</td>
<td>Don't you know?</td>
</tr>
<tr>
<td>Pasika</td>
<td>Easter</td>
</tr>
<tr>
<td>Ubukwe</td>
<td>Wedding</td>
</tr>
<tr>
<td>Ubunani</td>
<td>New Year</td>
</tr>
<tr>
<td>Umunsi mukuru</td>
<td>A party</td>
</tr>
<tr>
<td>Umunsi w’intwari</td>
<td>Hero's day</td>
</tr>
<tr>
<td>Yooo!</td>
<td>Hey!</td>
</tr>
<tr>
<td>Gushyingura/ Guhamba</td>
<td>Burrying ceremony</td>
</tr>
</tbody>
</table>
TOPIC # 5: Kwemera cyangwa guhakana ubutumire mu kinyabupfura / Imibanire y’abantu

Politely accept or refuse an invitation / Interpersonal relationships

LEARNING OBJECTIVES FROM KSAs

- Describe in Kinyarwanda to somebody, cultural events and ceremonies.
  Gusobanurira umuntu mu Kinyarwanda adasomye imihango ijyanye n’umuco n’iminsi mikuru.

- Politely invite friends, colleagues or neighbors to different events, ceremonies.
  Gutumira mu kinyabupfura inshuti, bagenzi bawe cyangwa abaturanyi mu mihango itandukanye.

- Accept politely an invitation from somebody by using appropriate structures in Kinyarwanda.
  Kwemera mu kinyabupfura ubutumire bw’undi muntu, ukoresheje imivugire nyayo y’ikinyarwanda.

- Decline politely an invitation from somebody by using appropriate structures in Kinyarwanda.
  Guhakana ubutumire bw’undi muntu, ukoresheje imivugire nyayo y’ikinyarwanda.
I. MOTIVATION

SCENARIO:
Marc a PCT and Anne, a worker at CHUB (Centre Hospitalier Universitaire de Butare) met during a session about HIV/AIDS. Anne invites Marc to her wedding ceremony.

I.1. Dialog
Anne: Amakuru Marc?
Marc: Ni meza.
Marc: Sinzaboneka. Nzaba ndi mu mahugurwa..
Anne: Eh!! Ntakibazo. Urabeho.
Marc: Urabeho.

I.2. Comprehension check
Ibibazo ku kiganiro / Questions from the dialog
- Ni bande bavuga mu kiganiro? / Who is talking in the dialog?
- Anne afite iki kuwa gatandatu? / What does Anne have on Saturday?
- Marc azajyayo? / Will Marc go there?
- Yavuze iki? / What did he say?

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
</table>
| **Cultural Circle** | Mu muco wa Kinyarwanda, mu bukwe haza uwatumiwe n’utatumiwe ariko uwahawe ubutumire bwanditse yumva ko agomba gutwerera.  
*In Rwandan culture weddings are attended by both invited and non-invited people. They are expected to contribute money, beer or give gifts.* |
| **Medical Corner** | Mu mihango imwe n’imwe n’igihe batanje ibiryo hitamo ibyo ukeka ko byatunganijwe neza kandi bifite isuku. Urugero: ibishyimbo, umuceri...  
*During events where food is offered, choose the food you think is well prepared and clean.* |
### Safety and security Corner

Ahantu hamwe na hamwe nko mu tubari cyangwa resitora, usabwe gukora ibyo abandi bakora ukoresha ibirahure cyangwa utabikoresha mu kunywa.ugomba kubanza kwitegereza ibyo bakora. ikindi Ntugomba gusiga ikirahuri cyawe ngo ugende ugaruke ugifate , ugomba kwitonda kuko bashobora kukuroga.

*In places like bars or restaurants, imitate people by using glasses or not when you drink. Don't leave your glass unattended.*

### Tech Corner

Iyo watumiwe n’inshuti cyangwa umuturanyiubury owambayebugaragaza agaciro wahaye uwo muhango n’umuntu wagutumiye. Gerageza kwambara bikwiye.

*When invited by a friend or a neighbor, the way you dress shows the respect you have for that person and the ceremony.*

### Language tips

Dusangire ubuzima bwacu!  *Let’s share our life!*
Dusabane! *Let’s socialize!*
Bikugere ku nyota!  *May it reach your thirst?*

### II EXPLOITATION

#### II.1. VOCABULARY: Specific actions for invitation

**II.1.1. Context**

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucy: Ushobora kuza tugasangira muri Hotel Heritage nimugoroba ?</td>
<td>Lucy: __________________________</td>
</tr>
<tr>
<td>Lucy: Tujyane gutembera hano hafi?</td>
<td>Lucy: __________________________</td>
</tr>
<tr>
<td>Patric: ibyo ntakibazo.</td>
<td>Patric: __________________________</td>
</tr>
</tbody>
</table>

**II.1.2. Specific actions:**

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Kubyina</td>
<td>__________________________</td>
</tr>
<tr>
<td>-Gusangiria</td>
<td>__________________________</td>
</tr>
<tr>
<td>-Gutembera</td>
<td>__________________________</td>
</tr>
<tr>
<td>-Koga / Kwoga</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
Other words and expressions:
- Amahugurwa
- Gutumira
- Kuboneka
- Gushaka
- Kubura
- Ntakibazo

II. GRAMMAR: Using the auxiliary verb “gushobora”

II.1. Context
Aly: Ushobora kuza tugatembera? Aly: ______________________

II.2. Use of “Gushobora”

<table>
<thead>
<tr>
<th>Verb in infinitive</th>
<th>Subject</th>
<th>Root</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gushobora</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; sing. n</td>
<td>+shobor</td>
<td>-a</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; sing. u</td>
<td>+shobor</td>
<td>-a</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; sing a</td>
<td>+shobor</td>
<td>-a</td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; plur. du</td>
<td>+shobor</td>
<td>-a</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; plur. mu</td>
<td>+shobor</td>
<td>-a</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; plur. ba</td>
<td>+shobor</td>
<td>-a</td>
</tr>
</tbody>
</table>

Examples:
Nshobora kuza kubyina.
Ushobora kuza kubyina.
Ashobora kuza kubyina.
Dushobora kuza kubyin.
Mushobora kuza kubyin.
Bashobora kuza kubyin.
II.3. Affirmative and negative form

<table>
<thead>
<tr>
<th>Affirmative form</th>
<th>Negative form</th>
<th>In English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nshobora kuza</td>
<td>sinshobora kuza</td>
<td>I can't come.</td>
</tr>
<tr>
<td>Ushobora kuza</td>
<td>ntushobora kuza</td>
<td>You can't come.</td>
</tr>
<tr>
<td>Ashobora kuza</td>
<td>ntashobora kuza</td>
<td>He can't come.</td>
</tr>
</tbody>
</table>

**Rule:**
*In the negative form, when you refuse for yourself you use a negative word "si". When you refuse for other people you use "nt".*

II.3. LINGUISTIC FUNCTIONS: Ways of inviting, refusing and accepting invitation.

II.3.1. Context

Bosco: Andy, ushobora kuza tukajya kubyina nimugoroba?
*Would you mind dancing with me this evening?*

Andy: Yego ndaza. (With gestures)
*Yes I am coming.*

II.3.2. Other ways of inviting persons

- Ndagutumiye ni mugoroba
  *I invite you this evening.*
- Tujyane kubyina
  *Let's go dancing.*
- Uze kureba umukino wacu
  *Come and see our match.*
- Muzaze mu bukwe
  *Please come to our wedding.*
- Uzifatanye natwe
  *Please be together with us.*
- Uzaboneka ejo?
  *Will you be available tomorrow?*
- Ufite akanya tuge gutembera?
Do you have a time to walk with me?
- Ushobora kuza kureba filime?

Can you come and watch a movie?

II.3.3. Different ways of refusing and accepting an invitation:

<table>
<thead>
<tr>
<th>Refusing an invitation</th>
<th>Accepting an invitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Oya / No</td>
<td>- Yego / Yes</td>
</tr>
<tr>
<td>- Ntamwanya / No time.</td>
<td>- Ndaza / I'll come</td>
</tr>
<tr>
<td>- Sinzaba mpari / I’ll not be there</td>
<td>- Nzaboneka / I’ll be available</td>
</tr>
<tr>
<td>- Sinzaboneka / I’ll not be available</td>
<td>- Ntakibazo / No problem</td>
</tr>
</tbody>
</table>

III. PRACTICE

III.1. Fill in the blank

Complete the sentences using one of the following words from dialog: [bazamukwa, nkutumire, sinzaboneka, mahugurwa, yantumiye]

1. John yantumiye, kuko umukobwa we _______________
2. Ariko _______________
3. John _______________ kuko umukobwa we bazamukwa.
4. Marc naragushatse ngo_______________ ndakubura.
5. Nzaba ndi mu ________________

III.2. Writing

Work in pairs to analyze this invitation in Kinyarwanda and write another one using your own imagination / Itegereze ubu butumire, nurangiza Wandike ubundi Ukoresheje amagambo yawe bwite. (babiri babiri).

Ubutumire.

Umuryango wa Gasana wishimiye kubatumira mu bukwe bw’ abana babo, Anitha na Eric buzabera muri Hotel Credo, i Butare kuwa gatandatu tariki 21-3-2009 saa munani.

III.3. Scrambled text

Work in pairs. Arrange these words in Kinyarwanda so that you have an invitation with the same meaning as the one you have in English / babiri babiri. shyira aya magambo yo mu kinyrwanda kumurongo ugire (ukore) ubutumire busobanura nkubwo ufite mu cyongerza.
**Invitation in English**
The families of François HATEGEKIMANA and GATERA Jean have the pleasure of inviting you to the wedding ceremonies of their children: KEZA Alice and Eric KALISA which will take place on 28/03/2009.
At 10:00 am: Introduction and dowry ceremony at Mbazi.
At 2:00 pm: Religious ceremony in G.S.O.B.
Thereafter, a reception will take place in H.V.P Gatagara hall.
Your presence is highly appreciated.

**Invitation in Kinyarwanda**

**IV. LINK TO THE HOST COMMUNITY**
*Go and ask the following questions in Kinyarwanda to the people indicated and be prepared to report on your interview during the next class.*

- Ni iyihe minsi mikuru mukunda gutumirwamo?  
  *In which ceremonies / party are you invited to more often?*

- Guhakana ubutumire biroroshye ?/ *Is it easy to refuse an invitation?*

- Kuki ?/ *Why?*

*Go and ask for the copy of the invitation to the people indicated by a facilitator and then compare the Kinyarwanda and English invitations in order to describe difference and similarities in the two languages. Give feedback in the next class.*
V. SELF EVALUATION

Trainee’s name: ___________________________ Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describes your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
### APPENDIX

#### Vocabulary and new expressions

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amahugurwa</td>
<td>Training</td>
</tr>
<tr>
<td>Gusangira</td>
<td>To share</td>
</tr>
<tr>
<td>Gushaka</td>
<td>To want / To look for</td>
</tr>
<tr>
<td>Gutembera</td>
<td>To walk</td>
</tr>
<tr>
<td>Gutumira</td>
<td>To invite</td>
</tr>
<tr>
<td>Koga</td>
<td>To swim / To shower</td>
</tr>
<tr>
<td>Kuboneka</td>
<td>To be present</td>
</tr>
<tr>
<td>Kubura</td>
<td>To not find</td>
</tr>
<tr>
<td>Kubyina</td>
<td>To dance</td>
</tr>
<tr>
<td>Kwiruka</td>
<td>To run</td>
</tr>
<tr>
<td>Ntakibazo</td>
<td>It's OK / No problem</td>
</tr>
<tr>
<td>Ubukwe</td>
<td>Wedding ceremony</td>
</tr>
</tbody>
</table>
LEARNING OBJECTIVES FROM KSAs

- Describe your physical well-being in Kinyarwanda to somebody else or to a doctor or nurse.
  
  Gusobanurira mu Kinyarwanda undi muntu cyangwa umuganga uko umerewe ku mubiri.

- Name different parts of the body and say where you are hurting.
  
  Kuvuga amazina y’ibice bitandukanye by’umubiri no kuvuga ahababara.

- Get information about one’s health.
  
  Kubaza amakuru ku buzima bw’undi muntu.
I. MOTIVATION

Scenario
A dialog between Jack, a PCV, and Zilpah, his neighbor who visits him at home.

I.1. Dialog
Zilpah: Mwaramutse?
Jack: Mwaramutse!
Zilpah: Amakuru yawe?
Jack: Ni meza ariko ndarwaye.
Zilpah: Urwaye iki?
Jack: Ndababara umutwe kandi ndakorora cyane.
Zilpah: Yooo! ihangane ujye kwivuza.
Jack: Yego urakoze.
Zilpah: Ngaho mwirirwe!
Jack: Mwirirwe namwe!

I.2. Comprehension check
1. Ni nde urwaye?
2. Arababara he?
3. Ese arajya kwivuza?

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Circle</td>
</tr>
<tr>
<td>Medical Corner</td>
</tr>
<tr>
<td><strong>Safety and security square</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Tech Topic</strong></td>
</tr>
<tr>
<td><strong>Language tips</strong></td>
</tr>
</tbody>
</table>

---

**I. EXPLOITATION**

**II.1. VOCABULARY** : Imvugo ziyanye n’uko ubuzima bumeze  
*Expressions relating to the state of health*

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kumererwa nabi</td>
<td>__________________________</td>
</tr>
<tr>
<td>Kuremba</td>
<td>__________________________</td>
</tr>
<tr>
<td>Gucumbagira</td>
<td>__________________________</td>
</tr>
<tr>
<td>Kubyimbirwa</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
II.1. Kwivuza
Kubabara
Kuvunika
Gukonja
Kugira isereri
Kugira umuriro
Kubabara
Gutitira
Kuruka

II.2. Ibice bigize umubiri w’umuntu / Parts of human body

- Umutwe
- Ukuboko
- Ukuguru
- Ijisho
- Izuru
- Umunwa
- Ikirenge
- Inda
- Umugongo
- Agatuza

II.3. GRAMMAR: Inshinga “Kurwara” mu ndagihe / Verb to be sick in present tense

Jack yabwiye Zilpah ati: “ndwaye umutwe” kandi ndwaye n’inkorora, Zilpan nawe ati “nange ndwaye mu nda n’abana bannjjye barwaye malaria”.

The verb in this statement, “ndwaye” is in the present tense.

Rule: In Kinyarwanda, when conjugating a verb in present tense, we start with the subject, then the expression of time and the radical.
Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prefix</th>
<th>Radical</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st sing n -</td>
<td>ra -</td>
<td>rwar -</td>
<td>ye</td>
</tr>
<tr>
<td>2nd sing u -</td>
<td>ra -</td>
<td>rwar -</td>
<td>ye</td>
</tr>
<tr>
<td>3rd sing a -</td>
<td>ra -</td>
<td>rwar -</td>
<td>ye</td>
</tr>
</tbody>
</table>

Rule: In Kinyarwanda, when n is followed by r it gives nd

Example: Ndarwayne => n – ra – rwar – ye

n + r = nd or R - / n → d

Rule: When r is before y it is cancelled.

Example: Urarwayne => u – ra – rwar – ye  r → Ø / - y

II.2. LINGUISTIC FUNCTIONS: Kuvuga uko umerewe/ Describe his/her health

Soma iki kiganiro kandi akora ku gice  kirwayne uvuga nk’umurwayi.
Read this dialog and touch the part of the body you suffer from.

A: Amakuru yawe? (How are you?)
B: Ndwayne umugongo, ndababara cyane merewe nabi./ I have backache, I’m feeling very bad.
A: Wowe se umeze gute? / What about you?
B: Sha nange ndaribwa mu nda, mfite umuriro, ndakorora, kandi ngira isesem./ Me also
I feel pain in my belly, I have fever, I cough and I have nausea.

Other phrases:
1 Nducumbugira / I am limping
2 Nducumbugira / I am limping
3 Nducumbugira / I am limping
4 Nducumbugira / I am limping

III. PRACTICE

III.1. Fill in the blanks

Fill the following words in the sentences below/ Uzuza aya magambo mu nteruro zikurikira:
[ukuboko, arababara, yavunitse, arwayne, yagize umuriro, kwivuza, afite, cyane, amaboko, amaguru, arakonje, umutwe.]
- Paul yabyimbye_______________, none ______________
- Paul ___________ukuguru kandi ___________amaso
  ________________cyane
- Yarembye________________kandi________________umuriro
- Paul arwaye, ________________cyane
- Umuntu afite______________abiri, ___________abiri,
  ariko___________________ni umwe.

### III.2. Transformation exercise

Interuro iri mu ndango yemeza irajya mu ndango ihakana, ihakana ijye muyemeza.

*Rewrite the sentences in affirmative form if they are in negative and vice versa.*

- Ndwaye umugongo. __________________________
- Sity ntiyavunitse ukuboko. _______________________
- John yarembye cyane. __________________________
- David ntamerewe neza. __________________________
- Anne yabyimbye urutoki. _________________________
- Sony ntarwayne umutwe. _________________________
- Abuba afite isereri. _____________________________
- Taty ntafite umuriro. ____________________________
- Freddy arakonje. _______________________________

### III.3. Text scrambling:

Put the text in order to form an appropriate dialog

______ Ndajyayo uyu munsi
______ Murakoze mwirirwe!
______ Ni meza, ariko.
______ Umerewe ute?
______ Merewe nabi!
______ Kandi ndakorora cyane
______ Mwirirwe!
______ Mfite umuriro mwinshi
IV. LINK TO THE HOST COMMUNITY

Go to the people indicated to you by your facilitator and ask them about their health using the following questions:

1. Umeze ute? / How do you feel?
2. Urarwaye? / Are you sick?
3. Urwaye iki? / What are you suffering from?
4. Urababara he? / Where do you feel pain?
5. Wavunitse? / Are you broken?
6. Urwaye umutwe? / Are you sick with headache?
7. Urwara igifu? / Do you have stomachache

V. SELF EVALUATION

Trainee’s name: ______________________  Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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</tr>
</thead>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
VOCABULARY AND NEW EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>kurwara</td>
<td>To be sick</td>
</tr>
<tr>
<td>Gucumbagira</td>
<td>To limp</td>
</tr>
<tr>
<td>Gukonja</td>
<td>To be cold</td>
</tr>
<tr>
<td>Kubabara</td>
<td>To suffer/to feel pain</td>
</tr>
<tr>
<td>Kubyimbirwa</td>
<td>To swell</td>
</tr>
<tr>
<td>Kugira isereri</td>
<td>To feel dizziness</td>
</tr>
<tr>
<td>Kugira umuriro</td>
<td>To have fever</td>
</tr>
<tr>
<td>Kumererwa nabi</td>
<td>To feel bad</td>
</tr>
<tr>
<td>Kuremba</td>
<td>To be extremely sick</td>
</tr>
<tr>
<td>Kuvunika</td>
<td>To be broken (part of the body)</td>
</tr>
<tr>
<td>Kwivuza</td>
<td>To see the doctor for treatment</td>
</tr>
</tbody>
</table>
TOPICS # 7:  Gutabaza abaturanyi / Imibanire y’abantu
Seek help from community members in case of emergency /
Interpersonal relationship

LEARNING OBJECTIVES FROM KSAs

- Identify situations where one needs to seek help.
  Kugaragaza ibintu umuntu ashobora kwakamo ubufasha.

- Explain in Kinyarwanda emergency situation to a local authority or to a neighbor.
  Gusobanurira mu kinyarwanda ibihe by’amakuba umuyobozi w’ibanze cyangwa umuturanyi.

- Answer to specific questions related to the emergency situation.
  Gusubiza ibibazo runaka bijyane n’ibihe by’amakuba.
I. MOTIVATION

I.1. Scenario

Patrick, a Peace Corps volunteer, is seeking help from his Rwandan neighbor Petero because a burglar is trying to break into his home.

I.2. Dialog

Patrick: Ayi weee! Nimuntabare nimuntabare kwa Petero!
Petero: Ni ibiki ni ibiki?
Patrick: Natewe nimuntabare
Ptero (ahageze): Byagenze bite Patri?
Patrick: Umuntu yahonze cyane ku rugi. Namubonye afite umuhoro yambaye ingofero y’umukara.
Petero: Yoo! uwo ni umuntu mubi. Ni umujura. Humura yagiye
Patrick: Oya rwose ni muntabare mumufate.
Petero: Yagiye
Patrick: Sinshobora kuryama muri iyi nzu njenyanye

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Circle</strong></td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
</tbody>
</table>
can be caused by those objects.

**Safety and security square**

*Mu cyaro, iyo watewe n’umujura, ushobora gusaba umuturanyi wawe cyangwa umwe mu bana be kukuraza mu nzu yawe igihe ufite ubwoba.*

In villages, after being attacked by a thief, you may ask your neighbor or one of his/her children to spend the night in your house with you to help you overcome any fear you may have.

**Tech Corner**

*Mu gihe cy’amakuba cyangwa Ibiza nk’umutingito, umwarimu afite inshingano zo gufasha abanyeshuri ataberetse ko afite ubwoba.*

*In case of emergency or a natural catastrophe like earthquake, teachers are responsible of taking care of their students and giving them directions without showing that they are afraid.*

**Language tips**

*Bene Ngango* is a polite way to call somebody as “umujura” which means “thief” or “pick pocket”.

### II. EXPLOITATION

#### II.1. VOCABULARY: Amagambo yerekana ibikorwa by’ubugizi bwa nabi

*Words that express different crimes*

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) gutera (icyuma)</td>
<td>__________________________</td>
</tr>
<tr>
<td>b) Kurasa (imbunda)</td>
<td>__________________________</td>
</tr>
<tr>
<td>c) Gukubita</td>
<td>__________________________</td>
</tr>
<tr>
<td>d) Kwiba</td>
<td>__________________________</td>
</tr>
<tr>
<td>e) Kurwana</td>
<td>__________________________</td>
</tr>
<tr>
<td>f) Guhonda</td>
<td>__________________________</td>
</tr>
<tr>
<td>g) Kwica</td>
<td>__________________________</td>
</tr>
</tbody>
</table>

**Andi magambo yo mu kiganiro / Other words from the dialog:**

- Umuntu mubi
- Urugi
- Humura
- Gushobora (sinshobora)
- Kuryama

#### II.2. GRAMMAR: *Impitakare*/ Present perfect

*Saa mbiri, Janet ari mu ishuri* → At eight o’clock, Janet is in the classroom.
Saa yine, Janet agiye mu mujyi  →  At ten o’clock, Janet is going to the town.

→ Saa sita:
A:  Janet ari he?
B:  Yagiye mu mujyi

→ At noon
A:  Where is Janet?
B:  She has gone to town.

The infinitive of yagiye is kujya.

**Formation:** This verbal form is in the present perfect.

**Rule:** Present Perfect in Kinyarwanda is formed by:

‘Verbal prefix’ + Radical of the verb + ‘ye’

**Examples:**

- Gusoma:  a – a + som – ye  →  yasomye
- Kuryama: a – a + ryam – ye  →  yaryamye
- Kujuya:  a – a + gi – ye  →  yajiye
- Gukubita: n – a + kubit – ye  →  nakubise
- Kurwana: n – a + rwan – ye  →  narwanye
- Guhonda: a – a + hond – ye  →  yahonzé
- Guhinga: u – a + hing – ye  →  wahinze
- Guteka:  u – a + tek – ye  →  watetse

**Rule:** In present perfect, Kinyarwanda verbs vary as follow:

- Verbs whose radicals end in ”t” take **se** at the end.
- Verbs whose radicals end in ”d” take **ze** at the end.
- Verbs whose radicals end in ”k” take **tse** at the end.

**II.3. LINGUISTIC FUNCTIONS:** Gutabaza no gutabara abaturanyi /
Seeking help and rescuing in case of emergency

**II.3.1. Context**

A:  Ayi wee! Nimuntabare nimuntabare!
B:  Ni ibiki ni ibiki?
A:  Natewe nimuntabare.
B: komera turaje.

The translation in English is:
A: Ayi wee! Please help me please help me!!!!
B: What's wrong, What's wrong!!!!???
A: I'm attacked, please help me!!!!
B: Be patient, we are coming.

II.3.2. Explanation
When seeking help and rescuing in case of emergency in Kinyarwanda, we use these structures and exclamations:
- Ayi wee mama weee! / Eh mommy!
- Ayi wee data weee! / Eh daddy!
- Natewe nimuntabare! / I'm attacked!
- Ihangane turaje! / Be patient, we are coming!
- Komera, komera!!! / Be strong, be strong!

To seek help from local authority in case of emergency in Kinyarwanda, we use these structures:
- Nta mutekano mfite. / I am not secure.
- Amabandi arantera buri munsi. / Everyday I am attacked by the robbers.
- Ndabona ntagishoboye kuba muri iyi nzu. / I can’t stand staying in this house.

III. PRACTICE
III.1. Fill in the blank: Fill in the blanks with the correct syllables
Uzuza ukoresheje imigemo nyayo.

a) K________na ni bibi.
b) Umupolisi agiye gu________bita umujura.
c) Ntambara amaze gu________nda ku rugi.
d) Gu________ta abana ni bibi.
e) Abajura bakunda __________.
f) Ibyihebe bikunda __________ca abantu.
g) Iyo _______ icyuma umuntu ava amaraso.

III.2. Conjugation: Conjugate the verbs in brackets in the present perfect tense.

Tondagura mu mpitakare inshinga ziri mu dukubo unazandike neza.

a) Umupolisi _______________ (gukubita) umujura.
b) Umujura_______________ (guhonda) ku rugi.
c) Karekezi_____________ (kurwana) na Tadeyo.
d) Umujura _______________ (gusenya) inzu.
e) Umutoni _________________ (guhinga) hanini.
f) Mama wawe _____________ (guteka) ibirayi.
g) Félicien_______________ (kwigisha) ikinyarwanda.

III.3. Matching words and making a sentence:
Match the words in each column to compose meaningful sentences.
Huza amagambo ari mu bice bikurikira ukureme interuro zumvikana.

<table>
<thead>
<tr>
<th>Njyewe</th>
<th>yarwanye</th>
<th>imyenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul</td>
<td>yariye</td>
<td>ibirayi</td>
</tr>
<tr>
<td>Umugabo</td>
<td>nahinze</td>
<td>abana</td>
</tr>
<tr>
<td>Wowe</td>
<td>yahonze</td>
<td>umuceri</td>
</tr>
<tr>
<td>Umutetsi</td>
<td>wadoze</td>
<td>ku rugi</td>
</tr>
<tr>
<td>Jack</td>
<td>yakubise</td>
<td>n’umugore</td>
</tr>
<tr>
<td>Umujura</td>
<td>yatetse</td>
<td></td>
</tr>
</tbody>
</table>

Example: Umugabo yakubise abana.

IV. LINK TO THE HOST COMMUNITY
Go to the people or families indicated to you by your Facilitator and ask other different words or phrases that are used when asking for rescue.

V. SELF EVALUATION
Trainee’s name: ______________________class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

<table>
<thead>
<tr>
<th>I can not yet perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>I perform minimally</td>
</tr>
<tr>
<td>I perform adequately</td>
</tr>
<tr>
<td>I perform well</td>
</tr>
</tbody>
</table>
I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises

### VOCABULARY AND NEW EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guhonda</td>
<td>To beat</td>
</tr>
<tr>
<td>Gukubita</td>
<td>To beat</td>
</tr>
<tr>
<td>Gushobora (sinshobora)</td>
<td>Can/to be able</td>
</tr>
<tr>
<td>Humura / Kwihangana</td>
<td>To Be patient</td>
</tr>
<tr>
<td>Kurwana</td>
<td>To fight</td>
</tr>
<tr>
<td>Kuryama</td>
<td>To sleep</td>
</tr>
<tr>
<td>Kwiba</td>
<td>To steal</td>
</tr>
<tr>
<td>Kwica</td>
<td>To kill</td>
</tr>
<tr>
<td>Umuntu mubi</td>
<td>Bad Person</td>
</tr>
<tr>
<td>Urugi</td>
<td>Door</td>
</tr>
</tbody>
</table>
Topic # 8: Gusobanurira abayobozi b’inzego z’ibanze ibibazo by’umutekano muke/Imibanire y’abantu.  
Describe Safety issues to local authorities/Interpersonal relationships.

LEARNING OBJECTIVES FROM KSAs

1. Describe a situation of safety and security to a neighbor in Kinyarwanda. 
Gusobanurira umuturanyi ikibazo cy’umutekano muke mu Kinyarwanda.

2. Comfort a person with safety and security issues using Kinyarwanda. 
Gukoresha imvugo ikwiye mu Kinyarwanda mu gufasha umuntu wagize ikibazo cy’umutekano muke.

3. Ask questions in Kinyarwanda about different security issues in your village. 
Kubaza mu Kinyarwanda ibibazo by’umutekano mu mudugudu wawe.
I. MOTIVATION

I.1. Dialog/Scenario:

Thomas, umukorerabushake wa Peace Corps, ajya gusobanurira Philip, umuyobozi w'akagari, ibibazo by'abasinzi bamubuza gusinzira.

Thomas, a Peace Corps Volunteer, has gone to Philip’s, the Cell Coordinator, to complain about drunken people who disturb him during the night.

Thomas: Mwaramutse muyobozi!
Philip: Mwaramutse! Nimwicare.
Thomas: Murakoze.
Philip: Ko mwazindutse ni amahoro?
Thomas: Mfite ikibazo muyobozi.
Philip: Habaye iki?
Thomas: Abasinzi bahora bansakuriza igihe cyose guhera mu gitondo. Yewe, nijoro ntibatuma nsinzira, barara batera amabuye ku nzu. Uzi ko bavuze ko nimbibwira abayobozi bazankubita!
Philip: Ooh, ni ikibazo koko. Ihangane ejo tuzakora inama y’akagari tuzareba uko tugikemura.
## I.2. Different corners

### Different notes

<table>
<thead>
<tr>
<th>Cultural Circle</th>
<th>Administrative slowness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abayobozi ntibakunze gutanga igisubizo ako kanya akenshi baravuga ngo uzagaruke ejo. Ntugomba kurambirwa.</td>
<td></td>
</tr>
<tr>
<td>Authorities don’t like to give a response at the time. They often tell you to come back on the following day. Be patient.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Corner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu byaro bimwe na bimwe, abantu bashyira ibyatsi bimwe na bimwe cyangwa umunyu kugira ngo bomore igisebe kigikomereka.</td>
</tr>
<tr>
<td>In villages, people use some plants or salt to disinfect a fresh wound.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety and security square</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kubana n’abaturanyi neza ni uburyo bwo kugira umutekano. Abaturanyi bashobora kuguha amakuru yerekeranye n’abantu babi muri kominote.</td>
</tr>
<tr>
<td>Keeping excellent contacts with neighbors is a way to be safe. Neighbors may give you more information about people in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tech Corner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hari igihe umuyobozi w’ikigo ashobora kugerajeza kuryamana n’ umwarimu w’umugore.</td>
</tr>
<tr>
<td>Sometimes, the headmaster may try to sleep with female teachers.</td>
</tr>
<tr>
<td>Hari igihe umuyobozi abwira nabi abo akuriye.</td>
</tr>
<tr>
<td>Sometimes, a superior may rebuke his inferior at work.</td>
</tr>
<tr>
<td>Hari ahantu hamwe na hamwe abagore badahabwa ijambo mu kazi.</td>
</tr>
<tr>
<td>In some areas, a females’ voice is not respected at work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maneko ntibivuga umuntu ukora akazi ko kuneka gusa. Bivuga n’umuntu wese utanga amakuru ku bayobozi b’ishuri, mu kazi, mu mudugudu, n’ahandi.</td>
</tr>
<tr>
<td>“Maneko” doesn’t only mean someone whose work is to spy. It also means a person who reports what he/she listens to authorities at schools, work...</td>
</tr>
</tbody>
</table>
II. EXPLOITATION

II.1. VOCABULARY: Amasaha n’ibice by’umunsi / Hours and parts of the day

II.1.1. Context: Abanyarwanda benshi bakunze kuryama njoro hagati ya saa mbiri na saa yine, bakabyuka mu gitondo hagati ya saa kumi n’imwe na saa moya.

II. 1.2. Hours in Kinyarwanda / Amasaha

<table>
<thead>
<tr>
<th>Time</th>
<th>Kinyarwanda</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00</td>
<td>It’s 7:00</td>
</tr>
<tr>
<td>8:00</td>
<td>It’s 8:00</td>
</tr>
<tr>
<td>9:00</td>
<td>It’s 9:00</td>
</tr>
<tr>
<td>10:00</td>
<td>It’s 10:00</td>
</tr>
<tr>
<td>11:00</td>
<td>It’s 11:00</td>
</tr>
<tr>
<td>12:00</td>
<td>It’s 12:00</td>
</tr>
<tr>
<td>13:00</td>
<td>It’s 13:00</td>
</tr>
<tr>
<td>14:00</td>
<td>It’s 14:00</td>
</tr>
<tr>
<td>15:00</td>
<td>It’s 15:00</td>
</tr>
<tr>
<td>16:00</td>
<td>It’s 16:00</td>
</tr>
<tr>
<td>17:00</td>
<td>It’s 17:00</td>
</tr>
<tr>
<td>18:00</td>
<td>It’s 18:00</td>
</tr>
</tbody>
</table>

In Kinyarwanda, hours are said in the same way whether it is during the day or the night because the hour system consists of 12 hours: 12 hours during the day and 12 hours during the night. You can specify if it is necessary.

Example: Ni saa mbiri z’amanywa (8:00)
          It’s 8:00 in the morning.
          Ni saa mbiri z’ijoro (20:00).
          It’s 8:00 at night.
II.1.3. Different moments of the day in Kinyarwanda

Mu gitondo: *In the morning*       Nijoro: *During the night*
Ku manywa: *During the day*       Mu gicuku: *Midnight*
Nimugoroba: *In the evening*     Mu kabwibwi: *In the twilight*

II.2. GRAMMAR: Future Tense and noun classes / *Inzagihe n’inteko z’amazina*

II.2.1. Future tense

II.2.1.1. Context

A: Ese Phillipe yakemuye ikibazo cya Thomas?
B: Oya, Phillipe yavuze ko azareba uko akemura icyo ikibazo.
A: Ese uzajya ku isoko ejo?
B: Oya sinzajya ku isoko ejo.

II.2.1.2 Analysis

The underlined verbs are in the future tense. To conjugate verbs in the future tense, use the following rule: **Verb marker + tense marker “za” + root**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Verb maker</th>
<th>Tense marker</th>
<th>Root</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ku jya</td>
<td>n-</td>
<td>-za-</td>
<td>-jya</td>
</tr>
<tr>
<td>Kureba</td>
<td>u-</td>
<td>-za-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a-</td>
<td>-za-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>tu-</td>
<td>-za-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mu-</td>
<td>-za-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ba-</td>
<td>-za-</td>
<td></td>
</tr>
</tbody>
</table>

**Examples:**
- Nzajya ku isoko
- Uzagura imodoka
- Azarya ibirayi
- Tuzakina umupira
- Muzatembera ejo
- Bazasura inshuti zabo

II.2.1.3 Affirmative & negative forms

Example:
A: Ese uzajya ku isoko? / *Will you go to the market?*
B: Oya *sinzajya* ku isoko. / *No, I will not go to the market.*
Here is the conjugation of the future tense in affirmative & negative form.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kujya</td>
<td>Nzajya</td>
<td>Sinzajya</td>
</tr>
<tr>
<td>Uzajya</td>
<td>Ntuzajya</td>
<td></td>
</tr>
<tr>
<td>Azajya</td>
<td>Ntazajya</td>
<td></td>
</tr>
<tr>
<td>Tuzajya</td>
<td>Ntituzajya</td>
<td></td>
</tr>
<tr>
<td>Muzajya</td>
<td>Ntimuzajya</td>
<td></td>
</tr>
<tr>
<td>Bazajya</td>
<td>Ntibazajya</td>
<td></td>
</tr>
</tbody>
</table>

**Rule:** When you use the negative form, use si with the 1st person and nti with others.

_Iyo uhakana ukoresha si kuri ngenga ya mbere na nti ahasigaye hose._

**II.2.2. Noun Classes © / Inteko z’amazina**

**II.2.2.1. Context**

Uyu mugabo afite abana batanu baba i Kigali.

**II.2.2.2 Theories**

In Kinyarwanda, there are 16 noun classes devided into two categories.
1. The 1st to the 15th categories are used for nouns: things and persons.
2. The four remaining classes are locatives.

**II.2.2.3 Noun classes**

<table>
<thead>
<tr>
<th>Noun classes</th>
<th>Corresponding pronouns</th>
<th>Examples</th>
<th>Where they are used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mu</td>
<td>a</td>
<td>Umuntu azajya ku isoko</td>
<td>For people only</td>
</tr>
<tr>
<td>2. ba</td>
<td>ba</td>
<td>Abantu bazajya ku isoko</td>
<td>For people only</td>
</tr>
<tr>
<td>3. mu</td>
<td>u</td>
<td>Umurima uzahingwa</td>
<td>For things</td>
</tr>
<tr>
<td>4. mi</td>
<td>i</td>
<td>Imirima izahingwa</td>
<td></td>
</tr>
<tr>
<td>5. ri</td>
<td>ri</td>
<td>Igi rizameneka</td>
<td></td>
</tr>
<tr>
<td>6. ma</td>
<td>a</td>
<td>Amagi azameneka</td>
<td></td>
</tr>
<tr>
<td>7. ki</td>
<td>ki</td>
<td>Ikibindi kizakenera</td>
<td></td>
</tr>
<tr>
<td>8. bi</td>
<td>bi</td>
<td>Ibibindi bizameneka</td>
<td></td>
</tr>
<tr>
<td>9. n</td>
<td>i</td>
<td>Inka izarisha</td>
<td></td>
</tr>
<tr>
<td>10. n</td>
<td>zi</td>
<td>Inka zizarisha</td>
<td></td>
</tr>
<tr>
<td>11. ru</td>
<td>ru</td>
<td>Urukwavu ruzarya</td>
<td></td>
</tr>
<tr>
<td>12. ka</td>
<td>ka</td>
<td>Agakapu kazasaza</td>
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</tr>
<tr>
<td>13. tu</td>
<td>tu</td>
<td>Udukapu tuzasaza</td>
<td></td>
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<tr>
<td>14. bu</td>
<td>bu</td>
<td>Ubuki buzaryoha</td>
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</tr>
<tr>
<td>15. ku</td>
<td>ku</td>
<td>UgutwI kuzacika</td>
<td></td>
</tr>
<tr>
<td>16. ha</td>
<td>ha</td>
<td>Ahantu hazahinduka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ku</td>
<td>Ku Gisenyi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mu</td>
<td>Mu Ruhengeri</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i</td>
<td>I Kigali</td>
<td></td>
</tr>
</tbody>
</table>

For people only, For people only, For things, Mostly for liquids, Augmentatives, Augmentatives, Mostly for animals, Mostly for animals, Diminutives, Diminutives, Locative, Locative, Locative, Locative.
* N.B. In general, noun classes function in pairs. The noun class 1 has its plural in class 2.

Examples:

Umuntu: inteko ya 1 Abantu: inteko ya 2

* The 9th and 10th noun classes are similar because they are usually composed of names which don’t change in singular and plural.

Examples:

Imbwa iramoka Imbwa ziramoka.

**II.3. LINGUISTIC FUNCTIONS:** Encourage a person in difficult times.

Kwihanganisha umuntu ufite ibibazo.

**II.3.1. Context**

A: Bite?
B: Abasinzi baraye bansakuriza. Sinasinziriye na busa.
A: Ihangane! Icyo kibazo turagikemura ntugire ubwoba.

**II.3.2. Explanation**

To encourage people in difficulties, use the following expressions

- Ihangane (used when the person has social problems)
- Humura (Used when someone is afraid)
- Komera (used when a person has a physical problem)

**II.3.3. Examples**

A: Banyibye amafaranga yose. / They stole all my money
B: Ihangane. / Be patient.

A: Mfite ubwoba ko bazanyirukana ku kazi. / I am afraid that I may be fired from my job.
B: Humura / Don’t worry

A: Ndahiye we! / Oh dear, I’ve burned myself
B: Komera / Be strong

**III. PRACTICE**

**III.1. Matching:** Match the image provoking descriptions to the appropriate times of the day and say what you typically do at that time. / Huza ibice by’umunsi n’amafoto biyanye uvuge icyo ukora icyo gihe.
**Ibice by’umunsi** | **Amashusho**
---|---
Mu gitondo | Night sky *(Picture)*
Ku manywa | midday sun *(picture)*
Nimugoroba | Sunrise *(picture)*
Nijoro | Umuntu ubyutse*(picture)*
 | Umuntu uryamye*(picture)*

### III.2. Conjugation:
Conjugate the verbs in brackets in the future tense

*Tondagura inshinga ziri mu dukubo mu nzagihe.*

1) Ejo Mupamba________________________(Kujya) I Kigali.
2) Inka za Thomas_______________________(Kunywa) amazi.
3) Njyewe na Rebecca____________________(Guteka) ibijumba.
4) Wowe____________________(Kuba) umuganga mwiza.
5) Kate na Patricia______________________(Kumenya) Ikinyarwanda.
6) Ikaramu ya Brando____________________(Gushira) vuba.
7) Imvura____________________(Kugwa) umunsi wose.
8) Emma____________________(Kuvura) abarwayi.
9) Inshuti za Jennifer______________________(Gutembera).
10) Mary Rose______________________(Kwita) ku barwayi.

### III.3. Writing
Pretend that your colleague has a problem or a difficulty. Prepare a dialog where you are encouraging them.

*Bifate nk’aho mugenzi wawe afite ikibazo hanyuma mutegure akaganiro babiri babiri umwe yihanganisha undi.*

### IV. LINK TO THE HOST COMMUNITY
Go to someone who’s having difficulties. Ask this person what happened and encourage them with the appropriate expressions. Be prepared to present your conversation in your class.

*Egera umuntu uri mu bibazo, umubaze icyabaye maze umuhumurize ukoresheje amagambo akwiye. Itegure kuvuga icyo kiganiro mu ishuri.*

### V. SELF-EVALUATION
How did you perform this competency?

This table serves as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.
I cannot yet perform
I perform minimally
I perform adequately
I perform well

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises

VOCABULARY AND NEW EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu gitondo</td>
<td>In the morning</td>
</tr>
<tr>
<td>Ku manywa</td>
<td>During the day</td>
</tr>
<tr>
<td>Nijoro</td>
<td>In the night</td>
</tr>
<tr>
<td>Nimugoroba</td>
<td>In the evening</td>
</tr>
<tr>
<td>Isaha</td>
<td>An hour/ watch</td>
</tr>
<tr>
<td>Umunota</td>
<td>A minute</td>
</tr>
<tr>
<td>Isegonda</td>
<td>A second</td>
</tr>
<tr>
<td>Saa moya n’igice</td>
<td>Half past seven</td>
</tr>
<tr>
<td>Saa mbiri zuzuye</td>
<td>Eight O’clock</td>
</tr>
<tr>
<td>Saa yine zibura iminota itanu</td>
<td>Five to ten</td>
</tr>
<tr>
<td>Saa tanu zirengaho iminota cumi n’itanu</td>
<td>A quarter past eleven</td>
</tr>
</tbody>
</table>
TOPIC # 9: Expressions of essential needs/ Essential needs
Gusobanura ibyo ukeneye by’ibanze/ Ibikenerwa by’ibanze

LEARNING OBJECTIVES FROM KSAs

1. Identify different places in Kinyarwanda where to get your essentials in Rwanda.
   Kuvuga mu Kinyarwanda, ahantu hatandukanye wasanga ibikenerwa by’ibanze mu Rwanda.

2. Ask somebody using appropriate sentences learned in Kinyarwanda about their essential needs.
   Kubaza ibibazo ukoresheje interuro zikwiriye wize mu Kinyarwanda kubyo umuntu akeneye by’ibanze.

3. Explain to somebody by using Kinyarwanda, your essential needs.
   Gusobanurira umuntu ibyo ukeneye by’ibanze mu Kinyarwanda kandi mu gihe gikwiye.
I. MOTIVATION

I.1. Dialog / Scenario:

Lizzy ni umukorerabushake wa Peace Corps, afite inyota. Mu karuhuko ka saa yine arashaka kujya muri cantine kugura icyo anywa. Araganira na Mugeni, umuforomokazi bakorana mu kigo nderabuzima cyo ku Mubuga wumva we yamugurira amata cyangwa inzoga.

Lizzy, a Peace Corps Volunteer is thirsty. During the break, she wants to go to the canteen to buy something to drink. She talks to her colleague Mugeni, a nurse at Mubuga Health Centre who would like to offer her milk or beer.

Lizzy : Bite sha Mugeni?
Mugeni : Ni byiza di ! Wowe se?
Lizzy : Sha, njye ni buhoro ! Mfite inyota! Ndashaka icyo nywa rwose ! Kandi iteka kuwa mbere ngira inyota pe!
Mugeni : Reka tujye muri cantine nkugurire. Nkugurire amata,amazi cyangwa se inzoga ?
Lizzy : Oya si byiza kunywa inzoga turi ku kazi. Amazi niyo nshaka.

I.3. Different corners

<table>
<thead>
<tr>
<th>Different Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Circle</strong></td>
</tr>
</tbody>
</table>
| Mu Rwanda, iyo umuntu akwatse icyo anywa, icyo wihutira kumuhu ni amata,inzoga cyangwa ibindi binyobwa bidasindisha. Si amazi,n’iyo yaba afite inyota. Umuhu amazi ari uko ayakwatse.  
*In Rwanda, when a person asks you for a drink, you give them milk, beer or other soft drinks instead of water even if they are thirsty. You give them water if they ask you to do so.* |

| **Medical Corner** |
| Ni ngombwa kwitondera ibiribwa bimwe na bimwe cyangwa ibinyobwa nk’amata, ibinyobwa bidapfundikiye nk’urwagwa, ikigage, ubushera, umutobe n’ibiryo bidashyushye kuko isuku yabyo iba itizewe.  
*It’s necessary to pay attention to foods and drinks such as milk, and non covered drinks (traditional banana beer, sorghum beer, juice) and cold food because their hygiene is unknown.* |

| **Safety and Security Square** |
| Mu bice bimwe na bimwe byo mu cyaro, ugomba kwirinda kubera uburozi, kuko ushobora kurogwa n’umuntu utakuzi kubera ishyari.  
*In some rural areas, poisoning is an issue. People may poison other they don’t know out of jealousy.* |

| **Tech Corner** |
| Umwarimu ntashobora kurya imbere y’abanyeshuri uretse mu munsi mukuru cyangwa mu rugo. Afatwa nk’intangarugero mu bandi.  
*Teachers cannot eat in front of their students except in a ceremony or at home. They are considered to be models in the community.* |
Language Tips

The word amazi can have other connotations:
Sexual connotations: eg. Kugira amazi
Other words relating to “amazi”:
Kuba amazi  To be drunk
Guca amazi  To despize
Amazi  Very easy

II. EXPLOITATION

II.1. Vocabulary

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuwa mbere</td>
<td>_______________________________</td>
</tr>
<tr>
<td>Kuwa kabiri</td>
<td>_______________________________</td>
</tr>
<tr>
<td>Kuwa gatatu</td>
<td>_______________________________</td>
</tr>
<tr>
<td>Kuwa kane</td>
<td>_______________________________</td>
</tr>
<tr>
<td>Kuwa gatanu</td>
<td>_______________________________</td>
</tr>
<tr>
<td>Kuwa gatandatu (kuwa nyuma)</td>
<td>_______________________________</td>
</tr>
<tr>
<td>Ku cyumweru</td>
<td>_______________________________</td>
</tr>
</tbody>
</table>

Other essential actions, drinks and foods:

Amazi afutse  _______________________________
Amata y’inyahyu  _______________________________
Kugira inyota  _______________________________
Inkoko yokeje  _______________________________
Kuryama kare  _______________________________
Gusinzira neza  _______________________________
Kwambara imishanana  _______________________________
Kumesa imyenda  _______________________________
II.2. Grammar: Simple present / Indagihe y’ubusanze

II.2.1. Context
Lizzy akorana na Mugeni, bavura abarwayi. Njye na Kagabo dusukura mu biro.

These underlined words are verbs in simple present tense. They express a habitual or permanent action.

**Bavura** (they cure) ba-vur-a
- Ba- = verbal prefix
- vur- = root
- a = final

**Akorana** (she works) a-kor-a
- A- = verbal prefix
- kor- = root
- a = final

**Dusukura** (we clean) = du-sukur-a
- Du- = verbal prefix
- sukur- = root
- a = final

In Kinyarwanda, to conjugate a verb in simple present tense, we replace the infinitive prefix *ku-* or *gu-* by the verbal prefix plus the root and the final part of the verb.

**Simple Present Tense: Verbal prefix + Root + Final**

**Example:**
Mary na Bella baryama saa yine.

Verb: Kuryama

- Ryama → verb – infinitive prefix
- Mary na Bella = ba → verbal prefix
- ⇒ Baryama → verbal prefix + root + final

II.2.3. Other examples

Mary na Bella baryama saa yine.

Jye na Kabwa duhinga umuceri.

Wowe unywa amazi.

Muhire yiga i Butare.
Wowe na Andrew muvuka muri Amerika.

Twiga ikinyarwanda.

Muvuga icyongereza.

II 3. LINGUISTIC FUNCTIONS: Expressing his essential needs / Kuvuga ibyo ukeneye by’ibanze.

II.3.1 Context

Mfite inyota nshuti yanjye. Ndashaka icyo kunywa, nabona he amazi akonje?

II.3.2. Analysis

In Kinyarwanda, essential needs are expressed by the verbs gukenera (to need), gushaka (to want) or kwifuza (to wish or want) followed by the noun or the infinitive expressing the need.

Mu kinyarwanda iyo bavuga ibyo bakeneye, bakoresha inshinga gushaka, gukenera cyangwa kwifuza, zikurikirwa n’izina cyangwa imbundo y’inshinga bivuga igikenewe.

II.3.3. Examples:

Ndakonje, nkeneye umupira w’imbeho. / I’m cold. I need a sweater.

Turashonje, turifuza ibiryo. / We are hungry, we need food.

Tugeze mu Rwanda, turashaka inzu yo kubamo. / We (arrive) just arrived in Rwanda.

We need a house to live in.

III. PRACTICE

1. Writing

Express your essential needs to your APCD in Kinyarwanda telling him/her your weekly activities and include your specific essential needs.

2. Matching

Sit in pairs and match the words of the first column (A) to those in the second column (B) to the same domain of essential needs.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amata</td>
<td></td>
</tr>
<tr>
<td>Ibiryo</td>
<td>Kunywa</td>
</tr>
<tr>
<td>Imyambaro</td>
<td></td>
</tr>
<tr>
<td>Ubwogero</td>
<td>Kwituma</td>
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<tr>
<td>Umusarane</td>
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<tr>
<td>Igitenge</td>
<td></td>
</tr>
<tr>
<td>Amashuka</td>
<td></td>
</tr>
<tr>
<td>Ibirayi</td>
<td>Kuryama</td>
</tr>
</tbody>
</table>
3. **Puzzle:**
Find six kinds of food and drink words in the puzzle. Then use them in conversations or put them in a communicative sentence.

<table>
<thead>
<tr>
<th>P</th>
<th>I</th>
<th>I</th>
<th>R</th>
<th>A</th>
<th>G</th>
<th>U</th>
<th>B</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
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<td>S</td>
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<td>O</td>
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<td>C</td>
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<td>A</td>
<td>R</td>
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<td>K</td>
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<tr>
<td>E</td>
<td>J</td>
<td>I</td>
<td>K</td>
<td>I</td>
<td>G</td>
<td>A</td>
<td>G</td>
<td>E</td>
</tr>
</tbody>
</table>

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________

4. **Conjugation**
Conjugate the verbs in ( ) in simple present then read them aloud.

1. 1. Lizzy (kujya) mu ishuri buri munsi kwiga.
2. Buri wa mbere Lizzy (kagira) inyota.


4. Mugaragu na Gladys (kurya) mu kabare.

5. Iyo tugiye kurya (gukaraba) intake.

IV. LINK TO THE HOST COMMUNITY

Prepare 4 questions about essential needs in education. Talk with families to ask them what their children need at school. Be ready to present information you have received in your classes.

Tegura ibibazo bine ku bintu by’ibanze bikenerwa mu rwego rw’uburezi. Ganira n’imiryango kubyo abana babo bakenera ku ishuri. Ganira na bagenzi bawe mu ishuri ku byo wungutse.

V. SELF EVALUATION

Trainee’s name: ______________________class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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<thead>
<tr>
<th>I can not yet perform</th>
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<th>I perform adequately</th>
<th>I perform well</th>
</tr>
</thead>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
### VOCABULARY AND NEW EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gusura</td>
<td>Visit</td>
</tr>
<tr>
<td>Ku cyumweru</td>
<td>Sunday</td>
</tr>
<tr>
<td>Kuwa gatandatu (Kuwa nyuma)</td>
<td>Saturday</td>
</tr>
<tr>
<td>Kuwa qatanu</td>
<td>Friday</td>
</tr>
<tr>
<td>Kuwa kabiri</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Kuwa kane</td>
<td>Thursday</td>
</tr>
<tr>
<td>Kuwa mbere</td>
<td>Monday</td>
</tr>
<tr>
<td>Kugaburira</td>
<td>Feed/give food</td>
</tr>
<tr>
<td>Kuganiriza</td>
<td>Talk with</td>
</tr>
<tr>
<td>Kugemurira</td>
<td>Bring/take food to someone</td>
</tr>
<tr>
<td>Kumenyera</td>
<td>Get used to/have habit</td>
</tr>
<tr>
<td>Kurya/Gufungura</td>
<td>Eat</td>
</tr>
<tr>
<td>Kuryama</td>
<td>Go to bed</td>
</tr>
<tr>
<td>Kwakira</td>
<td>Receive</td>
</tr>
<tr>
<td>Kwambara</td>
<td>Dress/put on/wear clothes</td>
</tr>
<tr>
<td>Kwisukura</td>
<td>Wash/clean oneself</td>
</tr>
<tr>
<td>Kwituma</td>
<td>Release oneself</td>
</tr>
<tr>
<td>Kwiyuhagira</td>
<td>Wash one’s body/take a shower</td>
</tr>
<tr>
<td>Gukaraba intoki</td>
<td>Wash hands</td>
</tr>
<tr>
<td>Ibinyobwa bidasindisha</td>
<td>Soft drinks</td>
</tr>
<tr>
<td>Ibinyobwa bisembuye</td>
<td>Alcoholic drinks</td>
</tr>
</tbody>
</table>
TOPIC # 10: Kubaza ibiciro n’ubwiza bw’ibintu mu isoko Ibikenerwa by’ibanze.
Ask about prices and the quality of articles in the market /Essential needs.

LEARNING OBJECTIVES FROM KSAs

1. Name at least 10 items at the market in Kinyarwanda.
   Kuvuga nibura ibintu icumi biboneka mu isoko mu Kinyarwanda.

2. Ask for price of the items needed at the market in Kinyarwanda.
   Kubaza ibiciro by’ibintu biboneka mu isoko mu Kinyarwanda.

3. Bargain down prices with appropriate sentences in Kinyarwanda.
   Guciririkanya mu nteruro nziza z’Ikinyarwanda.
I. MOTIVATION

I.1 Dialog/Scenario
Ikiganiro hagati y’umucuruzi n’umuguzi, Cruz; umusitajiyeri wa PC, mu isoko rya Butare.
A dialog between a seller and a customer Cruz; a PCV at Butare market.

Cathy: Mwiriwe?
Umucuruzi: Mwiriwe!

Cathy: Ndashaka isabune yo kumesa, ni angahe?
Umucuruzi: Urashaka iyihe? Hari Sulfo igura amafaranga ijana na mirongo itanu na OMO igura amafaranga magana abiri.

Cathy: Inziza ni iyihe?
Umucuruzi: Ni Sulfo.

Cathy: Nzagura ubutaha. Nashakaga kumenya igiciro

1.2. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
</table>
| **Cultural Circle** | Mu muco wa Kinyarwanda ikintu gihenze nicyo bita ko gikomeye kandi cyiza. 
*In the Rwandan culture, people expect the more expensive items to be of good quality.* |
| **Medical Corner** | Mwitondere imyenda ya caguwa kuko igomb a kumeswa mbere yo kwambarwa. Ni byiza gutera ipasi imyenda nyuma yo kuyanura. 
*Be aware that second hand clothes you buy at the market should be washed before worn. It’s recommended to iron clothes after drying them outside.* |
| **Safety and security square** | Mu isoko ni ahantu hakunze kuba abajura bashobora kukwiba. 
*The market is an excellent place to get your stuff stolen. Make sure to stay aware and alert.* |
| **Tech Corner** | Abarimu cyangwa abakorerabushake ba Peace Corps bambara imyenda mu buryo butandukanye n’ubw’abanyeshuri. Bambara biyanye n’umurimo wabo. 
*The way teachers or PCVs dress is different from the way students dress. They are expected to dress professionally.* |
| **Language tips** | Banteye ingaru: *They brought me back what I had already sold.* 
Yampfunyikiye amazi: *He/ she sold me an item of bad quality or a fake item.* 
Mabya: *Someone who pretends to buy but who doesn’t have money.* 
Uracyatsa: *You pretend to buy while you don’t have money.* 
Iyi shati iracira amazi: *This shirt is very beautiful.* |
## II. EXPLOITATION

### II.1. VOCABULARY: Different items in the market / *Ibicuruzwa bitandukanye mu isoko*

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabune yo kumesa/gukaraba</td>
<td>__________________________</td>
</tr>
<tr>
<td>Uburoso bw’amenyo/bw’inkweto</td>
<td>__________________________</td>
</tr>
<tr>
<td>Igisokozo</td>
<td>__________________________</td>
</tr>
<tr>
<td>Amavuta yo kwisiga</td>
<td>__________________________</td>
</tr>
<tr>
<td>Ikibiriti</td>
<td>__________________________</td>
</tr>
<tr>
<td>itabi</td>
<td>__________________________</td>
</tr>
<tr>
<td>Umutaka</td>
<td>__________________________</td>
</tr>
<tr>
<td>Urwembe</td>
<td>__________________________</td>
</tr>
<tr>
<td>Imakasi</td>
<td>__________________________</td>
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<td>Agaseke</td>
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<tr>
<td>Igikapu cy’ibirere</td>
<td>__________________________</td>
</tr>
<tr>
<td>Igiciro</td>
<td>__________________________</td>
</tr>
<tr>
<td>Amafaranga</td>
<td>__________________________</td>
</tr>
<tr>
<td>Isahane</td>
<td>__________________________</td>
</tr>
<tr>
<td>Isafuriya</td>
<td>__________________________</td>
</tr>
<tr>
<td>Ingufuri</td>
<td>__________________________</td>
</tr>
<tr>
<td>Amasogisi</td>
<td>__________________________</td>
</tr>
<tr>
<td>Inkweto</td>
<td>__________________________</td>
</tr>
</tbody>
</table>
II.2. GRAMMAR: Numbers and counting in Kinyarwanda. 
*Imibare no kubara mu Kinyarwanda.*

II.2.1. Context

Anne: Isabune ya OMO ni angahe?

Carine: Hari igura igihumbi n’igura magana abiri.

Anne: Mpereza igura igihumbi.

II.2.2. Numbers / *Imibare*

<table>
<thead>
<tr>
<th>Units/Ibinyabumwe</th>
<th>Tens/Ibinyacumi</th>
<th>Hundreds/Ibinyejana</th>
<th>Thousands/Ibinyagihumbi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>10</td>
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<tr>
<td></td>
<td>20</td>
<td>30</td>
<td>100</td>
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<tr>
<td></td>
<td>200</td>
<td>300</td>
<td>1000</td>
</tr>
<tr>
<td>4</td>
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<td>900</td>
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</table>

<table>
<thead>
<tr>
<th>Units Ibinyabumwe</th>
<th>Tens Ibinyacumi</th>
<th>Hundreds Ibinyejana</th>
<th>Thousands Ibinyagihumbi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rimwe: 1</td>
<td>Icumi: 10</td>
<td>Ijana: 100</td>
<td>Igihumbi: 1000</td>
</tr>
<tr>
<td>Atatu: 3</td>
<td>Mirongo itatu: 30</td>
<td>Magana atatu: 300</td>
<td>Ibihumbi bitatu: 3000</td>
</tr>
<tr>
<td>Ane : 4</td>
<td>Mirongo ine: 40</td>
<td>Magana ane: 400</td>
<td>Ibihumbi bine: 4000</td>
</tr>
<tr>
<td>Atanu:5</td>
<td>Mirongo itanu: 50</td>
<td>Magana atanu:500</td>
<td>Ibihumbi bitanu:5000</td>
</tr>
</tbody>
</table>

Example:

- *Mpa isabune ya mirongo inani.*
- *Hari igura magana abiri.*

II.2.3. Formation of cardinal numbers

**Tens:** Mirongo + Ibinyabumwe (except 10 & 20)

**Hundreds:** Magana + Ibinyabumwe (except 100)

**Thousands:** Ibihumbi + ibinyejana + ibinyabumwe (except 1000)

II.2.4. Exercise

*Bwira abasitajiye babazanye ibiciro ku bintu babona hafi yabo kandi banasubizanye: Ipantaro, ishati, inkweto, isaha, umupira...*
II.3. LINGUISTIC FUNCTIONS: Asking for prices/quality of items in the market.

_Kubaza ibiciro n’ubwiza bw’ibintu mu isoko._

II.3.1. Context

Andrew: Ndashaka igikombe kigura angahe?

Umucuruzi: Icyasa parasitike ni 150 naho itasi ni 800.

Andrew: Icyiza ni ikihe?

Umucuruzi: Ni itasi.

II.3.2. Analysis

_For asking prices in Kinyarwanda, use the following questions:_

Igikombe _kigura angahe?_

Isaha _ni gute?_

Urafata _angahe?_

II.3.3. Other ways for asking prices and quality of items:

- Isabune igura gute?
- Inziza ni iyihe?
- Mugurisha gute amavuta?
- Igiciro cy’isaha ni angahe?
- Iyo igiyemo amazi ntipfa?
- Iki gikombe muca angahe?
- Ntkimeneka ubusa?

_Structure_: Noun + verb + interrogative word

_Izina + Inshinga + Ijambo ribaza_
III. PRACTICE

III.1. Writing
Mu matsinda, murebere ku kiganiro cyakozwe haruguru (muri motivation). Mukore ikiganro cyanyu maze mugikine imbere ya bagenzi banyu mu ishuri. Working in pairs, refer to the dialog in the Motivation section. Make up your own dialog and then present it in front of your classmates.

III.2. Fill in the blanks
Complete the sentences using one of the following words: Uzuza ahari ubusa ukoresheje amagambo akurikira:

Ibicuruzwa, 200, Nta mafaranga, kugura, Angahe?, Igiciro, Nzagara, 100, Isoko, Ubwiza, Ni amafaranga, Mugurisha

1. Mu Rwanda ____________ byinshi ubisanga mu _________. Mbere yo ____________ ubaza __________ hanyuma ukabaza ____________ bwabyo

2. Isabune igura ________________?

3. Igura amafaranga ________________, hari n’igura ________________

4. Yihorere ________________ ubutaha ________________ mfite

5. ________________gute agaseke?

6. ________________igihumbi.

III.3. Translation
Translate these sentences into Kinyarwanda. /Hindura izi nteruro mu Kinyarwanda

How much do scissors cost? ______________________

How much do cigarettes cost? ______________________

I need an umbrella. How much does it cost? ______________________

Do you have matches? How much are they? ______________________

Give me a tooth brush. How much is it? ______________________

How much does a basket cost? ______________________
IV. LINK TO THE HOST COMMUNITY

Go to an indicated arts and crafts shop (Expo-vente Butare) and ask about the prices of the following items. Be prepared to report on your interview during the next class. Take advantage of the opportunity by asking the names of four new other items. Be prepared to report on them in your next language class too. Write your question before going to the shop and show them to your trainer for possible corrections.

- Agaseke
- Igikapu
- Ikadere
- Ikarita positale

VI. SELF-EVALUATION

How did you perform this competency?

This table serves as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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<thead>
<tr>
<th></th>
<th>I cannot yet perform</th>
<th>I perform minimally</th>
<th>I perform adequately</th>
<th>I perform well</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have specific problem in:</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>General comprehension of the text or the dialog</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Understanding vocabulary</td>
<td></td>
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<tr>
<td></td>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing exercises</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# VOCABULARY AND USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isabune yo kumesa</td>
<td>Soap for washing clothes</td>
</tr>
<tr>
<td>Uburoso bw’ameno</td>
<td>Toothbrush</td>
</tr>
<tr>
<td>Uburoso bw’inkweto</td>
<td>Shoe brush</td>
</tr>
<tr>
<td>Igisokozo</td>
<td>Comb</td>
</tr>
<tr>
<td>Amavuta yo kwisiga</td>
<td>Body lotion</td>
</tr>
<tr>
<td>Ikibiriti</td>
<td>Match box</td>
</tr>
<tr>
<td>Itabi</td>
<td>Tobacco</td>
</tr>
<tr>
<td>Umutaka</td>
<td>Umbrella</td>
</tr>
<tr>
<td>Urwembe</td>
<td>Blaze</td>
</tr>
<tr>
<td>Imakasi</td>
<td>Scissors</td>
</tr>
<tr>
<td>Agaseke</td>
<td>Basket</td>
</tr>
<tr>
<td>Igikapu cy’ibirere</td>
<td>Bag made of banana leaves</td>
</tr>
<tr>
<td>Kugura</td>
<td>Buy</td>
</tr>
<tr>
<td>Kugurisha</td>
<td>Sell</td>
</tr>
<tr>
<td>Kumesa</td>
<td>Wash clothes</td>
</tr>
<tr>
<td>Igiciro</td>
<td>Price</td>
</tr>
<tr>
<td>Amafaranga</td>
<td>Money</td>
</tr>
<tr>
<td>Isahane</td>
<td>Plate</td>
</tr>
<tr>
<td>Isafurira</td>
<td>Pan</td>
</tr>
<tr>
<td>Caguwa / Sekeni</td>
<td>Second hand</td>
</tr>
<tr>
<td>Amasogisi</td>
<td>Socks</td>
</tr>
<tr>
<td>Inkweto</td>
<td>Shoes</td>
</tr>
<tr>
<td>Guciririkanya</td>
<td>Bargain</td>
</tr>
<tr>
<td>Guhaha</td>
<td>To shop/ Do shopping</td>
</tr>
</tbody>
</table>
TOPIC # 11: Guciririkanya mu isoko / Ibikenerwa by’ibanze
Bargain in the market / Essential needs

LEARNING OBJECTIVES FROM KSAs

- **Name at least five useful items in local market**
  Kuvuga nibira ibintu bitanu by’ingenzi biboneka mu isoko

- **Ask for prices of different items in the local market**
  Kubaza ibiciro by’ibintu bitandukanye biboneka mu isoko

- **Reduce price of one item needed**
  Kugabanya ibiciro by’ikintu gikenewe

- **Accept the price agreed with the seller.**
  Kwemera igiciro wemeranijeho n’umucuruzi
I. MOTIVATION

1.1. DIALOG/SCENARIO:

Umucuruzi: Mwaramutse kiriya?
Joshua: Waramutse neza?
Umucuruzi: Tuguhe iki se? Hano hari imyenda myiza pe!
Joshua: Ufite amashati meza?
Umucuruzi: Singaya se? itoranyirize nawe.
Joshua: Iyi urayigurisha angahe se?
Umucuruzi: Mpa ibihumbi birindwi gusa.
Joshua: Ego ko! ko uhenda cyane!
Umucuruzi: Ngaho vuga nawe ayo utanga.
Joshua: Ndaguha ibihumbi bitatu.
Umucuruzi: Oya, bitatu ni make cyane.
Joshua: Bine urayafata?
Umucuruzi: Ongeraho igihumbi nyiguhe
Joshua: Oya, niba wanze bine ndagiye.
Umucuruzi: Ngaho yazane.

I.2. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural circle</strong></td>
</tr>
<tr>
<td><strong>Medical corner</strong></td>
</tr>
</tbody>
</table>
**Safety and security square**

Ugomba kubika neza amafaranga n’ibindi bintu ufite byose kuko mu masoko hose haba abajura.

Iyo umucuruzi yibagiwe kukugaruza ugomba kumwibutsa

*You must keep your valuables safe when in the market due to the presence of thieves.*

*When the saller forgets to give you change you have to remind them.*

**Tech corner**

Mu Rwanda ahenshi iminsi y’isoko iratandukanye, ugomba kumenya umunsi w’isoko ushaka kurema.

Ibintu mu isoko birahendutse kurusha mu iduka

*In Rwanda, market days are different, you must ask when the market day is, time of day, and where.*

Things are cheaper in markets than in shops.

**Language tips**

Koramo se ! / Touch in !

Karibu kiriya ! / Welcome customer !

Tubahe se ? / What can we give you ?

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### II. EXPLOITATION

#### II.1. Vocabulary: Imyambaro ikunze kwambarwa mu Rwanda

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ishati</td>
<td></td>
</tr>
<tr>
<td>Ipantaro</td>
<td></td>
</tr>
<tr>
<td>Umupira (w’imbeho)</td>
<td></td>
</tr>
<tr>
<td>Ijipo</td>
<td></td>
</tr>
<tr>
<td>Amasogisi</td>
<td></td>
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<tr>
<td>Inkweto</td>
<td></td>
</tr>
<tr>
<td>Ikabutura</td>
<td></td>
</tr>
</tbody>
</table>

**Other Expressions:**

Pe!                           

Egoko!                        

---

91
II.2. Grammar: Imperative + Cardinal numbers / Integeko + Imibare

II.2.1. Imperative: Affirmative form / Indango yemeza

A:  Mpereza iyo pantaro di! / Give (me) these pants.
B:  Ishyura maze uyiijane. / Give (me) some change and take it.

A:  Fata amafaranga / Take money.
B:  Mpereza / Give me.

Other expressions:
Fata iyo pantaro       Take that pair of pants.
Ishyura ibihumbi bitanu Pay five thousand.
Va hano                Leave this place.
Genda nonaha           Go right now.

The underlined verbs are in the imperative.

Rule: To form the imperative, we remove the infinitive mark ku- or gu- and keep the root plus the final mark –a. Also, the imperative exists only in the present.

More Examples:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Imperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuvuga</td>
<td>Vuga</td>
</tr>
<tr>
<td>Guhaha</td>
<td>Haha</td>
</tr>
<tr>
<td>Guceceka</td>
<td>Ceceka</td>
</tr>
<tr>
<td>Kwicara</td>
<td>Icara</td>
</tr>
</tbody>
</table>

a) Indango ihakana / Imperative in negative form

A:  Ngoiye kuruhuka / I'm going to rest.

B:  Wigenda hari akazi kenshi. / No, don't go there. There is a lot of work.

- Wigenda / Don't go
- Wivuga / Don't speak

Indango yemeza (Affirmative form)  Indango ihakana (Negative form)

<table>
<thead>
<tr>
<th>Vuga</th>
<th>Wivuga</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seka</td>
<td>Wiseka</td>
</tr>
<tr>
<td>Haguruka</td>
<td>Wihaguruka</td>
</tr>
<tr>
<td>Icara</td>
<td>Wikwicara</td>
</tr>
</tbody>
</table>
Iruka: In forming the negative form of the imperative, the infinitive mark ku- or gu- is replaced by the verbal prefix -u- and the negative mark –i- which become “wi” for verbs whose roots begin with a consonant. (wi+imperative form)

Example:
Kuvuga           Wivuga           u – i – vug – a           u -> w /- j
To speak         Don’t speak

Itegeko: Verbs whose roots begin with a vowel, the infinitive prefix ku- is maintained

Example:
Kwicara           Wikwicara           u – i – ku – icar – a           u -> i /- j

b) **Cardinal numbers / Imibare**

A:  Izo nkweto ni angahe? / How much is that pair of shoes?
B:  Ni ibihumbi umunani na magana atanu ariko hari n’iz’ibihumbi bitanu /
     It’s eight thousand and five hundred but there is another for five thousand.

    - Ibihumbi umunani na magana atanu / Eight thousand and five hundred
    - Ibihumbi bitanu / Five thousand

C.1 **Hundreds and units / Ibinyejana n’ibinyabumwe**

100: Ijana
101: Ijana na rimwe
102: Ijana na kabiri

C.2. **Hundreds and tens / Ibinyejana n’ibinyacumi**

110: Ijana na cumi
220: Magana abiri na makumyabiri
205: Magana abiri na mirongo itanu

C.3. **Hundreds, tens and single units / Ibinyejana, ibinyacumi n’ibinyabumwe**

121: Ijana na makumyabiri na rimwe
345: Magana atatu na mirongo ine na gatanu
556: Magana atanu na mirongo itanu na gatandatu

C.4. **Thousands and hundreds / Ibinyagihumbi n’ibinyajana**

1000: Igihumbi
1200: Igihumbi na magana abiri
7500: Ibihumbi birindwi na magana atanu

**C.5. Thousands, hundreds and tens / Ibinyagihumbi, ibinyejana n’ibinyacumi**
1110: Igihumbi n’ijana na cumi
1520: Igihumbi, magana atanu na makumyabiri
3450: Ibihumbi bitatu, magana ane na mirongo itanu

**C.6. Thousands, hundreds, tens and single units / Ibinyagihumbi, ibinyejana, ibinyacumi n’ibinyabumwe**
4752: Ibihumbi bine, magana arindwi na mirongo itanu na kabiri
5943: Ibihumbi bitanu, magana acyenda na mirongo ine na gatatu
36,575: Ibihumbi mirongo itatu na bitandatu, magana atanu na mirongo irindwi na gatanu.

**Integeko:** In writing cardinal numbers, the conjunction « na » before the single unit is compulsory; it’s optional before hundreds and tens.

**Example:**
1575: Gihumbi (na) magana atanu (na) mirongo irindwi na gatanu.
   One thousand, five hundred and seventy-five.

**Integeko:** The conjunction “na” is compulsory between one hundred and tens and between tens and single units.

**Example:**
156: Ijana na mirongo itanu na gatandatu.
   One hundred and fifty-six.

**II.3. Linguistic Functions: Bargaining / Guciririkanya**

**II.3.1. Situation**

A: Izi nkweto ni angahe? *(How much is this pair of shoes?)*
B: Zana ibihumbi icumi gusa. *(Give me only ten thousand.)*
A: Ayo ni menshi cyane, gabanya. *(That’s too much; reduce your price.)*
B: Wowe ufite angahe se? *(How much do you have?)*
A : Mfite ibihumbi bine gusa, urayafata? *(I have only four thousand. Will you take that?)*
II.3.2. Analysis

In this dialog, the speaker A is trying to bargain. The underlined words are the expressions he uses for this purpose.

Other expressions for bargaining are:
- **Ndaguha** ibihumbi bitanu. *(I’ll give you five thousand.)*
- **Urafata** ibihumbi bitanu? *(Will you take five thousand?)*
- **Amake ni angahe?** *(Which is the cheapest price?)*
- **Ko uhenda?** *(How expensive you are!)*
- **Gabanya.** *(Reduce)*
- **Ogeraho make.** *(Add a little more)*

III. PRACTICE

III.1. Look at the pictures carefully and describe the people according to their clothes. Reba aya mafoto, wandike ibyo buri muntu yambaye, maze unabibwire abandi
III.2. Pair Work: Sit in pairs and have a conversation. One of you is a seller and the other is a customer. Bargain for a good price and write the dialog. Then present it to your classmates.

*Mwicare mu matsinda ya babiri babiri hanyuma mukore ikiganiro umwe abe umuguzi undi abe umucuruzi, mucirirkanya ku giciro nimurangiza mwandike icyo kiganiro munagikine imbere y'abanye shuri.*

A: ____________________________________
B: ____________________________________
A: ____________________________________
B: ____________________________________
A: ____________________________________
B: ____________________________________
A: ____________________________________
B: ____________________________________
A: ____________________________________

III.3. conjugation: Conjugate the verbs in the following sentences in the imperative

*Tondagura izo nshinga mu ntegeko*

- (kugaruka) __________________nonaha
- (kurya) __________________ vuba
- (gufura) __________________ iyo myenda
b) Put sentences into the negative form./ Shyira izi nteruro mu ndango ihakana.

- Va hano
- Sinzira nonaha
- Sakuza mu ishuri
- Ceceka
- Icara hano
- Ipime iyo shati

III.4. Translate the following sentences, texts or dialogues into Kinyarwanda.

Rwanda is twenty-six thousand, three hundred and thirty-five square kilometers.

Peace Corps volunteers will be helping Rwanda people in the year two thousand and nine.

This shirt is too expensive. It costs fifteen thousand two hundred and fifty Rwandan francs.

A: How much is a meal?
B: It’s only one thousand.
A: How much can I pay to rent this house?
B: Three hundred thousand and fifty-five per month.
A: __________________________
B: __________________________

IV. LINK TO THE HOST COMMUNITY

Go to the market to buy something and tell others in the class how you managed to bargain and to buy and be prepared to bring new words or expressions to share.

V. SELF EVALUATION

Trainee’s name: ______________________Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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<th>I perform adequately</th>
<th>I perform well</th>
</tr>
</thead>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
# VOCABULARY AND NEW EXPRESSIONS

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<thead>
<tr>
<th>KINYARWANDA</th>
<th>ENGLISH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiriya (umukiriya)</td>
<td>Customer</td>
</tr>
<tr>
<td>Imyenda</td>
<td>Clothes</td>
</tr>
<tr>
<td>Ijipo</td>
<td>Skirt</td>
</tr>
<tr>
<td>Ishati</td>
<td>Shirt</td>
</tr>
<tr>
<td>Ipantalo</td>
<td>Pants</td>
</tr>
<tr>
<td>Ingofero</td>
<td>Hat</td>
</tr>
<tr>
<td>Ikabutra</td>
<td>Short</td>
</tr>
<tr>
<td>Amasogisi</td>
<td>Socks</td>
</tr>
<tr>
<td>Toranya</td>
<td>Choose</td>
</tr>
<tr>
<td>Uragurisha angahe?</td>
<td>How much do you sell?</td>
</tr>
<tr>
<td>Ibihumbi bitanu</td>
<td>Five thousand</td>
</tr>
<tr>
<td>Fata aya</td>
<td>Take these</td>
</tr>
</tbody>
</table>
TOPIC # 12: Gusobanura ibiribwa n’imirire bya Kinyarwanda/ Ibikenerwa by’ibanze

Inquire about Rwandan food and eating customs/ Expression of essential needs

LEARNING OBJECTIVES FROM KSAs

- **Name at least 5 different kinds of ingredients to prepare Rwandan meal.**
  
  Kuvuga nibura ubwoko 5 bw’ibiribwa bikoreshwa mu gutegura indyo nyarwanda.

- **Express your needs in food.**
  
  Kuvuga ibyo kurya akeneye.

- **Describe eating customs to specific regions in Rwanda.**
  
  Gusobanura imirire y’ahantu runaka mu Rwanda.

- **Buy at least 5 different ingredients that compose a Rwandan meal.**
  
  Kugura nibura ibiribwa 5 bigizi indyo nyarwanda.
I. MOTIVATION

I.1. SCENARIO
Emmetti is a PCV living in Rulindo district. He has many problems adjusting to Rwandan food. He writes a letter to his former facilitator Geraldine to explain his problem.

Kuri mwarimu Gerardine, muraho?

Murakoze
Yari umusitagiyeri wawe Emmetti.

I.2. Comprehension check

1) Ni nde wanditse iyi baruwa?
2) Yayandikiye nde?
3) Muri Rulindo barya ibihe biribia?
4) Ibiryo byo muri Rulindo byamuguye neza?
5) Daddy muri sitaje yakundaga kurya iki?
### I.3. Different corners

<table>
<thead>
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<th>Different notes</th>
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| **Culture circle** | Mu muco nyarwanda ntibyemewe kwihumuriza ibiryo cyangwa kuvuga ko bibishye.  
*It is taboo to smell food or to say that a given food is not good* |
| **Medical corner** | Mbere yo kurya abantu bagomba gukaraba intoki no gukoresha ibikoresho bisukuye.  
Ntugomba kurira mu bitaro kuko haba microbe nyinshi zishobora kukwanduza.  
*Before eating people should wash their hands and use the proper materials  
You don’t eat in the hospital because there may be several microbes that can infect you.* |
| **Safety and security** | Ni byiza kwitonda iyo utetse ku mashyiga gakondo mu rwego rwo kwirinda gushya.(ushobora kwiyotsa,gutwika igikoni,...)  
*It is better to pay attention when cooking on traditional stoves in order to avoid bursn of you or your house.* |
| **Tech corner** | Nk’umwarimu cyangwa undi muntu ukora mu rwego rw’ubuzima sibyiza kujya kurira muri restora ibanetse yose (restora ziciriritse), kimwe n’akabari  
*As a teacher or someone who works in the health domain, it is not recommended that you eat in the small restaurants/pubs.* |
| **Language tips** | Guteka igisafuriya *is a kind of rwandan meal. It is a mixture of Meat, irish potatoes, some times bananas, ground nut flour, water, and different spices.*  
Icyakura *means meal  
Imyaka *also means meal* |
II. EXPLOITATION

II.1. VOCABULARY: Names of Rwandan foods / Amazina y’ibiribwa nyarwanda

II.1.1. Situation

A: Mu Rwanda, dukunda kurya ibijumba, ibishyimbo, ibirayi, amashaza; muri Amerika mukunda kurya iki?
B: Muri Amerika dukunda kurya Chili, Pizza, Humburger

Kinyarwanda | English
---|---
Ibijumba | 
Ibishyimbo | 
Ibirayi | 
Amashaza | 
Imyumbati | 
Igitoki | 
Amateke | 

Other words

Byamumereye | 
Bikomeye | 
Kumira | 
Ibiryo | 

II.2. Grammar

Habitual past & past continuous tense / Gutondagura inshinga mu mpitakera

II.2.1. Situation

Mu mwaka wa 2000, buri cyumweru abana babyukaga mu gitondo, baririmbagwa mu rusengero, baryaga saa sita.

- **Babyukaga** mu gitondo → They used to wake up in the morning.
- **Baririmbagwa** mu rusengero → They used to sing in church.
- **Baryaga** saa sita → They used to eat at midday.
- **Nandikaga** mu ikaye → I used to write in a notebook.
II.2.2. Analysis

The underlined verbs are conjugated in habitual past or in past continuous.

**Rules:**
Verbs in habitual past or in past continuous are conjugated like this:
Verb marker + tense marker (a) + root + termination (aga)

When the verb doesn't have an object, the tense marker becomes (ara)

**Examples:**

**Kurya / verb to eat with an object**

Naryaga $n \rightarrow a- ri \rightarrow aga$  
Naryaga umuceri / I used to eat rice.

Waryaga $u \rightarrow a- ri \rightarrow aga$  
Waryaga ibishyimbo / You used to eat beans.

Yaryaga $a \rightarrow a- ri \rightarrow aga$  
Yaryaga imyumbati / He/She used to eat cassava

Twaryaga $tu \rightarrow a- ri \rightarrow aga$  
Twaryaga igitoki / We were eating.

Mwaryaga $mu \rightarrow a- ri \rightarrow aga$  
Mwaryaga humburger / You used to eat hamburger.

Baryaga $ba \rightarrow a- ri \rightarrow aga$  
Baryaga chocolat / They used to eat chocolate.

**Kurya / verb to eat without an object**

Nararyaga $n \rightarrow a- ra- ri \rightarrow aga$  
I was eating.

Wararyaga $u \rightarrow a- ra- ri \rightarrow aga$  
You were eating.

Yararyaga $a \rightarrow a- ra- ri \rightarrow aga$  
He/She was eating.

Twararyaga $tu \rightarrow a- ra- ri \rightarrow aga$  
we were eating.

Mwararyaga $mu \rightarrow a- ra- ri \rightarrow aga$  
You were eating.

Bararyaga $ba \rightarrow a- ra- ri \rightarrow aga$  
They were eating.
Indango ihakana / negative form

Ntibabyukaga mu gitondo  He didn’t used to wake up in the morning
Ntibaririmbagaga mu rusengero They didn’t used to sing in the church.
Ntibaryaga saa sita hey didn’t used to eat at midday.
Sinandikaga mu ikaye I didn’t used to write in a book.
Ntiyasomaga He/she wasn’t reading.
Sinavugaga I wasn’t speaking.

Rule: To form the negative form of verbs in habitual past or in the past continuous, you add si for the first person singular and the add nti. For all the remaining persons and the tense marker ra is dropped.

Example:
Kurya / to eat

Naryaga  si - n - a- ri – aga I didn’t use to eat.
Waryaga  nti - u – a – ri – aga You didn’t use to eat.
Yaryaga  nti - a – a – ri – aga He didn’t use to eat.
Twaryaga  nti - tu – a – ri – aga We didn’t use to eat.
Mwaryaga  nti - mu – a – ri – aga You didn’t use to eat.
Baryaga  nti - ba – a – ri – aga They didn’t use to eat.

II.3. LINGUISTIC FUNCTIONS: To ask someone about their food habits

II.3.1. Situation
A: Mukunda kurya ibihe biribwa? (Which food do you like to eat?)
B: Pizza, Hamburger...

II.3.2. Analysis
There are different ways you can ask someone what kind of food he likes to eat and where they are found. / Hari ubururo binyuranye wabaza ibiribwa umuntu akunda kurya n’aho bituruka.

Kubaza ibiribwa umuntu akunda kurya / Asking what kind of food they like to eat:
- Mwaryaga iki? (What did you use to eat?)
- Mwazimanaga iki? (What did you use to serve?)
- Mukunda kugabura iki? (What do you like to offer as food?)
– Mufungura iki? *(What do you like to eat?)*

**Kubaza aho ibiribwa bituruka** / Asking where the food comes from:
- Ibyo muteka biva he? *(Where do you find what you cook?)*
- Tubigura mu isoko. *(We buy it in the market.)*
- Ibiryo byanyu biturukahe? *(Where does your food come from?)*
- Bituruka I Bugande. *(It comes from Uganda.)*
- Murya ibiva he? *(Where does what you eat come from?)*

### III. PRACTICE

#### III.1. Making Sentences: Rearrange the words to make meaningful sentences

1) Yaryaga – resitora – amashaza – Mupemba – muri – n’igitoki


6) Noheli – Chili – mwebwe – kuri – mwaryaga

#### III.2. Conjugation: Conjugate the following verbs as indicated.

1) Ku cyumweru wowe (Kujya:inzagihe) mu isoko

2) Buri gitondo njyewe (Kurya:impitakera, negative form) umugati

3) Mu mashuri abanza twewe (Gukina impitakera) umuupira

4) Kuri Noheli we (Kuza: inzagihe mu gitondo) mu gitondo

5) Uyu munsi twewe (Kuririmba: indagihe) neza
5) Iwanyu abana (Kuryama :impitakera, negative form) saa sita

Iii.3. Questions & Answers: Supply appropriate questions or answers in the blanks.

1) __________________? Ubutaha tuzarya ibirayi n’amashaza
2) Ku wa kane uzarya igitoki? Oya, ____________
3) __________________? Yego, abana baryaga umugati
4) Uyu muni urarya Chocolate? Yego, ____________
5) __________________? Jyewe naryaga Chocolate
6) Buri muni mwaryaga ibishyimbo? Oya, ____________
7) __________________? Nijoro we ararya ibishyimbo n’ibijumba

IV. LINK THE HOST COMMUNITY

Ohereza abasitagiyeri baze kujya muri Resitora waberetse ibonekamo ibiribwa bya
Kinyarwanda barebe menu yaho baze bavuge amazina mashya y’ibiribwa babonye.
Go to the restaurant indicated where Rwandan food is available. Check its menu and bring back the
names of new Rwandan food we didn’t see in this lesson.

V. SELF EVALUATION

Trainee’s name: ______________________ class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be
an active independent language learner. After you complete a lesson, just put a tick to each
category that you feel best describe your performance. If you still are uncomfortable with
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I have specific problem in:

- General comprehension of the text or the dialog
Understanding vocabulary
Grammar
Doing exercises

New vocabulary and new expressions

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<tr>
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<tbody>
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<td>Kilogram (kg)</td>
</tr>
<tr>
<td>Ibirayi</td>
<td>Irish potatoes</td>
</tr>
<tr>
<td>Ibijumba</td>
<td>Sweet potatoes</td>
</tr>
<tr>
<td>Ibishyimbo</td>
<td>Beans</td>
</tr>
<tr>
<td>Ibitoki</td>
<td>Bananas</td>
</tr>
<tr>
<td>Ubugali</td>
<td>Cassava paste</td>
</tr>
<tr>
<td>Umunyu</td>
<td>Salt</td>
</tr>
<tr>
<td>Isukari</td>
<td>Sugar</td>
</tr>
<tr>
<td>Intoryi</td>
<td>Eggplant</td>
</tr>
<tr>
<td>Guhaha</td>
<td>To buy food</td>
</tr>
<tr>
<td>Inyanya</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Ibitunguru</td>
<td>Onion</td>
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<tr>
<td>Ursenda</td>
<td>Pepper</td>
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<tr>
<td>Imyama</td>
<td>Meat</td>
</tr>
<tr>
<td>Resitora</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Isoko</td>
<td>Market</td>
</tr>
<tr>
<td>Akadobo</td>
<td>Small bucket</td>
</tr>
<tr>
<td>Amateke</td>
<td>?????????</td>
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</tbody>
</table>
TOPIC # 13: Gutumiza ibyo kurya n’ibyo kunywa muri resitora / Ibikenewa by’ibanze
Order a meal and a drink in a restaurant / Expression of essential needs

**LEARNING OBJECTIVES FROM KSAs**

- **Identify at least five kinds of meals in the restaurant.**
  *Kugaragaza nibura ubwoko bw’ibiryo butatu muri restora.*

- **Ask for prices of meals in the restaurant.**
  *Kubaza ibiciro by’ibiryo muri restora.*

- **Ask for prices of drinks in the restaurant.**
  *Kubaza ibiciro by’ibinyobwa muri restora.*

- **Order more food and seasonings.**
  *Kubaza ibindi biryo, umunyu n’urusenda.*
I. MOTIVATION

I.1. DIALOG / SCENARIO:
John, a Peace Corps trainee, arrives at a restaurant. He orders a meal and a drink from Kabera, a waitress at the restaurant.

Kabera: Tubazanire iki?
John : Hari ubuhe bwoko bw'ibiryo?
Kabera: Hari umuceri, ifiriti, igitoki, lenga lenga n'ubugali.
John : Ipula y'ibiryo ni angahe?
Kabera : Ni amafaranga 1000 gusa.
John : Nzanira igitoki, ibishyimbo, umuceri, na lenga lenga. Hari n'icyo kunywa?
Kabera : Yego, hari fanta amazi, primus, miitzig na Amstel
John : Zana fanta coca ikonje.
Kabera : Muryoherwe.
John : Murakoze.

I.2. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
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</table>
| **Cultural Circle** | Mu muco nyarwanda nta kamenyero gahari ko guha agashimwe utanga ibyo kurya n'ibyo kunywa muri resitora cyangwa mu kabari. Muri restora no mu kabari naho ntibaciririkanya.  
In Rwandan culture, giving a tip to the waiter or barman is not common. In restaurants and pubs there is no bargaining. |
| **Medical Corner** | Nibyiza kubanza kurenba isuku iri muri restora ugiyemo kubera ko isuku ya resitora zimwe na zimwe itari nziza. Sibyiza kunywa amazi yo muri restora kuko bashobora kukubeshya ngo aratetse adatetse. Sibyiza gusohoka ngo usige ibiribwa cyangwa ibinyobwa byawe ngo ugaruke ubifate iyo uri wenyine cyangwa n'abantu utazi.  
Be aware that some restaurants are hygienic and others are not. It is not always safe to drink the water because you cannot be sure if it was boiled. It is not good to leave your food or drinks unattended. |
| **Safety and security square** | Mu tubari duciriritse rimwe na rimwe hahurira abantu batiyubashye bashobora kurwana ukaba wabigenderamo. Ikindi sibyiza gusinda mu kabari kuko bashobora kukwiba utabizi.  
Poor quality pubs sometimes are meeting places for people who quarrel and fight. It is not safe to be drunk in a bar or public places because your stuff may be stolen. |
Tech Corner
Umwarimu cyangwa undi muntu ukora mu buzima nk’umuganga sibyiza kujya mu tubari cyangwa resitora biciriritshe.

*As a teacher or someone who works in health domain like nurse or doctor it is not good to eat in small (poor) restaurants or small bars.*

| Language tips | Resitora ya ndagaswi / *The cheapest restaurant*
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<tbody>
<tr>
<td></td>
<td>Garçon / <em>Barman</em></td>
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<td></td>
<td>Ipula / <em>Plate of food</em></td>
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## II. EXPLOITATION

### II.1. Vocabulary: Amazina y’ibiribwa n’ibinyobwa muri Resitora

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
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<tr>
<td>Umuceri</td>
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<td>Igitoki</td>
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<td>Amashaza</td>
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<td>Ishyimbo</td>
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**Other words and expressions / *Andi magambo***

| Kuzana/ kuzanira |         |
| Kurya            |         |
| Kunywa           |         |
| Gutumiza         |         |
| Gufata           |         |
| Guha             |         |
| Ipula            |         |
| Kuryoherwa       |         |
| Kwishyura        |         |
| Kugaruza         |         |
II. 2. GRAMMAR: Adverbs of manner / Imigereka y’uburyo

2.2.1. Situation

A: Nzanira ubugali bushyushye cyane / Bring me very hot cassava loaf.
B: Nta bugali buhari! / There is no cassava loaf.
A: Noneho mpa imvange ariko gira vuba / If not, give me a combination but do it quickly.
B: Ndaje rwose / I will come right away.

II.2.2. Analysis

The underlined words in this dialog are some of adverbs of manner we find in Kinyarwanda. Here is a list of other adverbs of manner and their use:

- Cyane /very or very much
- Uhoro /slowly
- Vuba /quickly
- Neza / well
- Nabi /badly
- Bwangu /quickly
- Rwose /truly

**Rule:** In general, adverbs follow verbs and adjectives and they can follow each other.

**Examples:**
Kalisa agenda buhoro / Kalisa walks slowly.
Mary ni mwiza cyane / Mary is very beautiful.
Mico yandika nabi / Mico writes badly.
Gasana asoma vuba cyane / Gasana reads very quickly.
Yohani akora cyane / Yohani worsk hard.
Mariya ni muremure cyane / Mariya is very tall.
Petero yandika vuba cyane / Petero writes very quickly.
II.2.3. LINGUISTIC FUNCTIONS
Ask for meals and drinks in a restaurant / Gusaba ibyo kurya no kunywa muri Resitora

2.3.1. Situation
A: Tubazanire iki?
B: Zana ubugali.
A: Nta kindi mwifuza.
B: Zana amazi akonje.

2.3.2. Analysis
In this dialog, the speaker B is ordering a meal (cassava) and a drink (water) in a restaurant. The expression he uses for this purpose is “Zana”.

Other ways of asking for food and drink in restaurants are:

Zana imyumbati / Bring cassava.
Nzanira imyumbati / Bring me cassava.
Mpa/wampaye imyumbati / Give me/would you give me cassava?
Mpereza imyumbati / Give me cassava.
Ushobora kuzana / kunzanira / kumpa / kumpereza imyumbati? / Can you bring / bring me / give me / give me cassava?

Note:
The first four ways are imperatives but the last one is in affirmative and interrogative forms and is more polite.

Examples:
Ushobora kuzana imyumbati / You can bring cassava.
Ushobora kuzana imyumbati? / Can you bring cassava?
III. PRACTICE

3.1. Cross-word:
Find 9 names of meals and drinks in the following puzzle and use them in sentences.
Erekana amazina 9 y’ibiribwa n’ibinyobwa ari mu kinyatuzu gikurikira unayakoreshe mu nteruro.

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III.2. Fill in the Blank
Choose the appropriate adverb to fill in the blanks and make meaningful sentence: [cyane, vuba, buhor, bwangu, neza, nabi]

1. Nabyutse saa kumi n’imwe za mugitondo: Nazindutse ____
2. Butare-Kigali imodoka yagenze isaha n’igice: yagenze ______
3. Piyo yagize amanota 95%: yakoze ________________
4. Kora ______________ kugira ngo urangize mbere
5. Yambaye imyenda icitse: yambaye ______________
6. Mariya yandika paji 1 mu masaha 2: yandika ______________

**III. 3. Dialog:**
Complete the following dialog with the appropriate words /Uzuza ikigamiro gikurikira n’amagambo akwiriye./

A : Tukuzanire iki ?
B : ______________ igitoki

A : Tuguhereze iki ?
B : ______________ ubugali
A : ______________ iki?
B : Mpa ibirayi
A : Nkuzanire ?
B : Ushobora ______________ umuceri
A : ______________ iki?
B : Ushobora kunzanira agatogo
A : Tubahereze iki?
B : Ushobora ______________ imvange.

**IV. LINK TO THE HOST COMMUNITY**

*Go to the cooks of your house and ask them the following questions. Return to class with new words that you’ll have learnt from them:*

1. Mwatetse iki ku manywa? *What have you cooked this noon?*
2. Murateka iki kuri uyu mugoroba? *What are you going to cook this evening?*
V. SELF EVALUATION

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises

VOCABULARY AND NEW EXPRESSIONS

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</tr>
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</tr>
<tr>
<td>Kunywa</td>
<td>To drink</td>
</tr>
<tr>
<td>Kubaza</td>
<td>To ask</td>
</tr>
<tr>
<td>Kwishyura</td>
<td>To pay</td>
</tr>
<tr>
<td>Nzania</td>
<td>Bring me</td>
</tr>
<tr>
<td>Ibishyimbo</td>
<td>Beans</td>
</tr>
<tr>
<td>Amashaza</td>
<td>Peas</td>
</tr>
<tr>
<td>Imyumbati</td>
<td>Cassavas</td>
</tr>
<tr>
<td>Inyanya</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Urusenda</td>
<td>pepper</td>
</tr>
<tr>
<td>Mufite iki?</td>
<td>What do you have?</td>
</tr>
<tr>
<td>Tubazanire iki?</td>
<td>What</td>
</tr>
<tr>
<td>Mpereza</td>
<td>Give me</td>
</tr>
<tr>
<td>Ipula</td>
<td>Plate of food</td>
</tr>
<tr>
<td>Guha</td>
<td>To give</td>
</tr>
<tr>
<td>Gutumiza</td>
<td>To order</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Amazi</td>
<td>Water</td>
</tr>
<tr>
<td>Amata</td>
<td>Milk</td>
</tr>
<tr>
<td>Mwifuza iki?</td>
<td>What do you want?</td>
</tr>
<tr>
<td>Tubafashe iki?</td>
<td>What can we help you?</td>
</tr>
<tr>
<td>Muryoherwe</td>
<td>Enjoy</td>
</tr>
</tbody>
</table>
TOPIC # 14: Kubaza no gusobanura uko bateka Kinyarwanda / Ibikenertwa by’ibanz 

Ask and explain the different steps in cooking a typical Rwandan meal / Expression of essential needs

**LEARNING OBJECTIVES FROM KSAs**

- **Expain different steps to prepare rwandan food.**  
  *Gusobanura ibice bitandukanye mu gutegura indyo nyarwanda.*

- **Name at least five ingredients used in cooking rwandan meal.**  
  *Kuvuga nibura ibiribwa bitanu bikoreshwa mu guteka indyo nyarwanda.*

- **Identify at least four kitchen utensils.**  
  *Kugaragaza nibura ibikoresho bine byo mu gikoni.*

- **Ask questions about cooking rwandan meal.**  
  *Kubaza ibibazo ku bijyanye no guteka indyo nyarwanda.*
I. MOTIVATION

I.1 Dialogue: At Geraldine’s home / Mu rugo kwa Gerardine

Scenario
Michael Scarn is an American trainee. He went to visit his trainer Geraldine at home and found that she was cooking. Geraldine talked about Kinyarwanda cooking with him.

Gerardine: Agent Scarn, karibu iwacu, uje kudusura?
Agent Michael Scarn: Yego, nje kubasura.
Gerardine: Ntabwo twicara mu nzu, ndi mu gikoni
Agent Michael Scarn: Urakora yo iki?
Gerardine: Ndatetse ndatetse kandi ndi njiyenye
Agent Michael Scarn: Utetse iki?
Gerardine: Ntetse imyumbati n’ibishyimbo
Agent Michael Scarn: Uranyereka uko babiteka se?
Gerardine: Ntakibazo Ndabikwereka. Bioroshye!

I.2. Comprehension check

1. Gerardine ari he?
3. Ese guteka birakomeye?

I.2. Different corners

<table>
<thead>
<tr>
<th>Cultural Circle</th>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu Rwanda bizwi ko abagabo n’abahungu batajya mu gikoni guteka cyangwa kurirayo, bikorwa n’abagore n’abakobwa gusa. Ariko ubu bigenda bihinduka bitewe n’uburinganire bw’ibitsina kuburyo n’umuhungu cyangwa umugabo ubu bashobora guteka.</td>
<td></td>
</tr>
<tr>
<td>In Rwanda, men used to not go in the kitchen, cook, or eat in the kitchen; Roles are changing slowly due to promotion of gender equality.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Medical Corner</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ni byiza kurya ibiryo bishyushye igihe cyose kuko bigabanya mikorobe.</td>
<td></td>
</tr>
<tr>
<td>Ni ngombwa kunywa amazi atetse.</td>
<td></td>
</tr>
<tr>
<td>Ni ngombwa koza ibikoresho neza mbere yo guteka.</td>
<td></td>
</tr>
<tr>
<td>It important to eat food when is hot because it reduce microbes which can contract you.</td>
<td></td>
</tr>
</tbody>
</table>
It is recommended to drink boiled water, it’s more hygienic. It is also recommended to wash dishes before cooking.

Safety and security square


When you are cooking you should not leave your food on the stove unattended for a long time because people may poison or steal it. When paying you must remind the seller to give your change if he forgets. Speaking Kinyarwanda where ever you are will help you to have good relationship with others and to be secure.

Tech Corner

Nk’umwarimu cyangwa undi muntu ukora mu buzima, si byiza kurira mu nzira no kujya muri resitora ziciriritse. Igihe cyose witekera uri umwarimu cyangwa undi mukozi, cyane cyane uri umugabo abantu bazakwita igisambo. As a teacher or another person who works in health it is not good to eat on the street (street food) and eat in small/cheapest restaurants. When you are teacher or someone who works in health domain and prepare your food yourself people will think you are gluttonous.

Language tips

Kwica umwaku / To kill a bad luck. Gukora ikirunga/agasozi / to plate a lot of food.

II. EXPLOITATION

II.1. Vocabulary: Spices used in Rwandan cooking
Ibirungo bikoreshwa mu guteka indyo nyarwanda

II.1.1. Situation
Betty wants to cook potatoes and vegetables, but she doesn’t have spices, only salt.

II.1.2. Kinyarwanda

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Umunyu</td>
<td>..........................</td>
</tr>
<tr>
<td>2. Urusenda</td>
<td>..........................</td>
</tr>
<tr>
<td>3. Ibitunguru</td>
<td>..........................</td>
</tr>
<tr>
<td>4. Inyanya</td>
<td>..........................</td>
</tr>
</tbody>
</table>
5. Amamesa ______________________
6. Amavuta y’ubuto ______________________

Other words:

1. Gutonora ______________________
2. Gukata ______________________
3. Gushyira ______________________
4. Kuminjira ______________________
5. Gukaranga ______________________

II.2 GRAMMAR: Ikinyazina nyamibare ngerekero / Ordinal Pronouns

2.2.1. Situation

Iyo Geraldine agiye guteka imyumbati n’ibishyimbo icyo akora cya mbere ni ugutereka ibishyimbo ku ziko, icya kabiri ni ugotonora imyumbati, akayoza, akayigereka ku bishyimbo, agapfundikira, agacanira, byamara gushya akabikaranga, hanyuma akabikura ku ziko, akarura bakarya.

When Geraldine is cooking cassava and beans, the first step is to put beans on the stove. The second step is to peel cassava. She washes it, adds cassava to the beans, covers and boils everything. When the food finishes being cooked, she fries it. She removes it from the stove, serves the food and the eating begins.

2.2.2. Analysis

Look at these statements:
Geraldine icyo akora cya mbere ni ugushyira ibisyimbo ku ziko.
What Geraldine does first is to put the beans on the stove.
Icy a kabiri, atononora imyumbati.
In the second step, she peels the cassava.
- The underlined words in these sentences are Kinyarwanda ordinal pronouns.

Other examples:

Inkweto za gatatu → iza gatatu
Third shoes → the third

Ibiyiko bya kane → ibya kane
Fourth spoons → the fourth

Umukobwa wa gatanu → uwa gatanu
Fifth daughter  

Abanyeshuri ba gatandatu → aba gatandatu

Sixth student  

Umugore wa mbere → uwa mbere

First  

Isuka ya kane → iya kane

Fourth  

Ikigori cya mbere → icya mbere

First  

Umwana wa kabiri → uwa kabiri

Second  

Ibisubizo bya gatanu → ibya gatanu

Fifth  

Intebe za gatatu → iza gatatu

Third  

Abagabo ba gatandatu → abagatandatu

Sixth  

Uturyo twa mbere → utwa mbere

First  

Ububasha bwa gatanu → ubwa gatanu

Fifth  

Ukuguru kwa munani → ukwa munani

Eighth  

Akameza ka kabiri → aka kabiri

Second  

- Icy a mbere: i-ki-a/mbere → i-i-y/j
- Uwa kabiri: u-u-a/kabiri → u-u-w/j
- Ibya gatanu: i-bi-a/gatanu → i-i-y/j
- Iza cumi: i-z i-a/cumi → i-i-0/j
- Iya munani: i-i-a/munani → i-i-y/j
- Aba karindwi: a-ba-/karindwi → a+ba + umubare
- Urwakane: u – ru – a – kane → u -> w / -j
- Akagatanu: a – ka – gatanu → a + ka + umubare
- Ubwacumi: u – bu – a – cumi → u - > w / - j
- Ukwagatandatu: u – ku – a – gatandatu → u - > w / - j

**Rule:** Ordinal pronouns are formed by adding the connective pronoun to the number, making necessary changes according to the noun class.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Connective pronoun</th>
<th>#</th>
<th>Ordinal pronoun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umwana Abana</td>
<td>Wa Ba</td>
<td>Mbere</td>
<td>Uwa mbere Aba mbere</td>
<td>Umwana wanjye ni uwa mbere Abana banjye ni ab a mbere</td>
</tr>
<tr>
<td>Umupira Imipira</td>
<td>Wa Ya</td>
<td>Cumi</td>
<td>Uwa cumi Iya cumi</td>
<td>Umupira wa Kassim ni uwa kabiri Imipira ya Kassim ni iya kabiri</td>
</tr>
<tr>
<td>Iteke Amateke</td>
<td>Rya Ya</td>
<td>Cyenda</td>
<td>Irya cyenda Aya cyenda</td>
<td>Anita yariye iteke rya cyenda Amateke aryoha ni aya cyenda</td>
</tr>
<tr>
<td>Ikijumba Ibijumba</td>
<td>Cya Bya</td>
<td>Munani</td>
<td>Icyu munani Ibya munani</td>
<td>Ikijumba cyanjye ni icya munani Ibijumba byanjye ni ibya munani</td>
</tr>
<tr>
<td>Intebe</td>
<td>Ya Za</td>
<td>Gatanu</td>
<td>Iya gatanu Iza gatanu</td>
<td>Intebe ya Mariya ni iya gatanu Intebe za Mariya ni iza gatanu</td>
</tr>
<tr>
<td>Urusenda Insenda</td>
<td>Rwa Za</td>
<td>Mbere</td>
<td>Urwa mbere Iza mbere</td>
<td>Ruriya rusenda ni urwa mbere ? Ziriya nsenda ni iza mbere ?</td>
</tr>
<tr>
<td>Akenda Utwenda</td>
<td>Ka Twa</td>
<td>Kabiri</td>
<td>Akakabiri Utwa kabiri</td>
<td>Akenda uzanye ni aka mbere ? Utwenda ufite ni utwa mbere ?</td>
</tr>
<tr>
<td>Ishaza Ubashaza</td>
<td>Rya Bwa</td>
<td>Gatatu</td>
<td>Irya gatatu Ubwa gatatu</td>
<td>Ririya shaza ni irya gatatu mu kuryoha Buriya bushaza ni ubwa gatatu mu kuryoha</td>
</tr>
<tr>
<td>Ukwezi</td>
<td>Kwa Kane</td>
<td></td>
<td>Ukwa kane</td>
<td>Mata ni ukwezi kwa kangahe? Ni ukwa kane</td>
</tr>
</tbody>
</table>
III.3. LINGUISTIC FUNCTIONS: Explain the different steps in cooking and kitchen utensils

3.3.1. Situation

Iyo Mahoro agiye guteka, abanza kureba ko afite ibikoresho byo mu gikoni, ibitekwa n ibirungo, agakurikizaho guteka, hanyuma ukarura akagaburira abana. Ikindi kandi ateka mu isafuriya.

When Mahoro is going to cook, she first sees if she has spices, then she cooks and afterwards, she serves the children. She cooks in a pan.

3.3.2. Analysis

- Mahoro abanza kureba ko afite ibirungo Mahoro / Starts by checking if she has spices.
- Akurikizaho guteka / Then she cooks.
- Hanyuma akagaburira abana. / After she serves children.
- Ateka mu isafuriya / She cooks in a pan.

In these statements, we see clearly the three steps that Mahoro performs when she’s cooking. The underlined words are the expressions that are used to define these steps. The bolded one is one of kitchen utensils.

These words are:

“Abanza ________________, akurikizaho, _________________________,
Hanyuma__________________________”

Note: Using this structure, you can describe the steps taken to perform any task.

Example:
Iyo Nely ateka ibirayi abanza kubihata, akurikizaho kubironga, hanyuma akabicanira. When Nely cooks Irish potatoes she starts by peeling them, then she washes them and after she puts them on the stove.

III. PRACTICE

III.1. The following digits represent students’ grades. Practice talking about them and rank order the students, from highest to lowest.

Examples:

98: Anitha → Anitha ni uwa mbere, afite amanota 98%
53: Gimy →
49: Alice →
78: James →
69: Pete →
85: Betty →
77: Coco →
54: Paul →
73: Dodo →
86: Mimi →

III.2. Fill in The blanks: Fill in the blanks using “abanza”, “akurikizaho” and “hanyuma”
Koresha mu nteruro “abanza,” “akurikizaho” na “hanyuma”

a) Iyo Mahoro yiga_________. Gukurikira mwarimu, akurikizaho kumwumva____________ akandika
b) Mariya abanza guhata ibirayi_______ kubironga, hanyuma akabiteka
c) Iyo mwarimu yigisha_______ kwereka abanyeshuri urugero________ gusobanura________ akabaha umwitozo.
d) Iyo umuntu agiye kuryama____________ kwikuramo imyenda________ kuryama________________ agasinzira.

III.3. Writing
Write a paragraph using these expressions then read it to your classmates.
abanza (first) akurikizaho (then) hanyuma (finally/after)

IV. LINK TO THE HOST COMMUNITY
Go to your resource family or cook of your house and ask them to tell you the main steps of cooking a Kinyarwanda meal. Be prepared to explain the steps to your classmates during the next language session.
V. SELF EVALUATION

Trainee’s name: ______________________Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

<table>
<thead>
<tr>
<th>I can not yet perform</th>
<th>I perform minimally</th>
<th>I perform adequately</th>
<th>I perform well</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises

VOCABULARY AND NEW EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibiribwa</td>
<td>Ingredients</td>
</tr>
<tr>
<td>Ibiryo</td>
<td>Food</td>
</tr>
<tr>
<td>Inyama</td>
<td>Meat</td>
</tr>
<tr>
<td>Ibitoki</td>
<td>Bananas</td>
</tr>
<tr>
<td>Ibigori</td>
<td>Maize</td>
</tr>
<tr>
<td>Utetse iki?</td>
<td>What are you cooking?</td>
</tr>
<tr>
<td>inyanya</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Nje kubasura</td>
<td>I am coming to visit you</td>
</tr>
<tr>
<td>Gukata igitunguru</td>
<td>To cut onion</td>
</tr>
<tr>
<td>Guhata ibirayi</td>
<td>To pill irish potatoes</td>
</tr>
<tr>
<td>Gukaranga</td>
<td>To fry</td>
</tr>
<tr>
<td>Kwarura</td>
<td>To plate</td>
</tr>
<tr>
<td>Gushyiramo umunyu</td>
<td>To put salt</td>
</tr>
<tr>
<td>Nta kibazo</td>
<td>No problem</td>
</tr>
<tr>
<td>Biroroshye cyane</td>
<td>It is very easy</td>
</tr>
</tbody>
</table>
TOPIC # 15:  Gusobanura ibikorwa byawe bya buri munsi/ Ibikorwa bya burimunsi
Describe daily activities/ Interpersonal relationships

LEARNING OBJECTIVES FROM KSAs

- Tell someone your schedule of daily activities in Kinyarwanda using proper verbs and tense.
  
  *Kuvuga gahunda y’ibikorwa bya buri munsi mu Kinyarwanda nta gusoma inshinga mu ikayi.*

- Inquire about someone’s schedule in Kinyarwanda.

  *Kubaza umuntu gahunda y’ibikorwa bye mu Kinyarwanda.*

- Tell the time in Kinyarwanda

  *Kubwira abandi igihe mu Kinyarwanda.*

- Ask the time in Kinyarwanda.

  *Kubaza igihe mu Kinyarwanda.*
I. MOTIVATION

1.1. Text: Scenario
Mary Rose a Peace Corps Volunteer, is explaining her weekend activities when she was a student at the University of Arizona to Zilpah, her LCF.

I.1. Text
Iyo nabaga ndi kuri campus ya Univerisite ya Arizona nabyukaga saa 6:00, nkoga sinakoraga isuku mu cyumba cyanjye, Saa 12:00 najyaga kurya pizza, nyuma ya saa sita nasuraga inshuti zanjye, navayo ngakora siporo. Kuri kaminuza ubuzima bwari bworoshye.

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
</table>
| **Culture Circle** | Mu Rwanda ubusanzwe isuku yo mu rugo ikorwa n'abakobwa cyangwa abagore. *In Rwanda, house cleaning is normally done by women.*
Mu Rwanda, habaho imirimo yagenewe abagore gusa (ingero: guteka, gusasa, kwoza abana, kubagara...) n’indi yagenewe abagabo (ingero; kwasa inkwi, kubaka inzu...), ariko muri iki gihe bigenda bihinduka kubera uburinganire hagati y’umugabo n’umugore, n’ubwo benshi batarabyumva neza.
*In Rwanda, there are works which are particular to women (examples: cooking, making bed, bathing children...) and others which are particular to men (examples: cutting fire wood, building houses...). This is slowly changing due to promotion of gender equality.* |
| **Medical Corner** | Isuku ni ngombwa mu cyumba cyawe n’ahandi hose ukorera akazi . Iyo udasukukura icyumba, ushobara gukurizamo uburwayi.
*Hygiene is necessary in any place you do work.* |
| **Safety and security Square** | Niba hari umuntu usukura icyumba cyawe ni ngombwa kureba ibintu birimo mbere y’uko ahasukura.*If there is someone who cleans your bedroom, check what you have in the room before they clean it.*
Mu gihe kandi atari wowe wifurira imyenda, reba ko nta mafaranga arimo ukiyikuramo.*In the time when you don’t do your laundry yourself, check to make sure there is no money in your clothes when you take them off.* |
| **Tech Corner** | Gukora gahunda y’ibikorwa bya buri munsi ni ngombwa kuko bifasha kurangiza akazi neza kandi ku gihe.
*Scheduling daily activities is necessary because it helps to finish your work on time.* |
| **Language tips** | Gutsindagira umuhanda / *Walk on foot for a long time* |
II. EXPLOITATION

II.1. VOCABULARY: Daily activities / *Ibikorwa bya buri munsi*

<table>
<thead>
<tr>
<th><strong>Kinyarwanda</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kubyuka mu gitondo</td>
<td>____________________</td>
</tr>
<tr>
<td>Gukora sport</td>
<td>____________________</td>
</tr>
<tr>
<td>Gukora isuku</td>
<td>____________________</td>
</tr>
<tr>
<td>Guteka ibiryo</td>
<td>____________________</td>
</tr>
<tr>
<td>Gukubura mu nzu</td>
<td>____________________</td>
</tr>
<tr>
<td>Gukoropa mu cyumba</td>
<td>____________________</td>
</tr>
<tr>
<td>Kumesa imyenda</td>
<td>____________________</td>
</tr>
<tr>
<td>Umukoropesho</td>
<td>____________________</td>
</tr>
<tr>
<td>Umweyo</td>
<td>____________________</td>
</tr>
</tbody>
</table>

II.2.1. GRAMMAR: Linking words / *Amagambo y’ibyungo*

II.1. Situation
Maria aramesa imyenda ye **kandi** ajye ku kazi **naho** muhire umuturanyi we arakora mu busitani bw’inzu ye.

II.2. Analysis
The bolded words in this text are used as linkers.
The table below summarizes the main linking words encountered in Kinyarwanda and use.

<table>
<thead>
<tr>
<th>Linking Word</th>
<th>@ the beginning of the sent.</th>
<th>Mark of opposition</th>
<th>In the middle of sent.</th>
<th>Mark of comparison</th>
<th>Continuation of story</th>
<th>Linking word</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mbere</strong> (before/first of)</td>
<td>✓</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>×</td>
</tr>
<tr>
<td><strong>Hanyuma</strong> (after/then/lastly)</td>
<td>×</td>
<td>×</td>
<td>✓</td>
<td>×</td>
<td>✓</td>
<td>×</td>
</tr>
</tbody>
</table>
Examples:
1. **Mbere** yo kujya kurya ugomba kubanza koga intoki **nuko/hanyuma** ukabona kurya.

2. Kate **na** Sonia barajya ku isoko

3. Njyiye kuryama **ariko** nta bitotsi mfite

4. Ntiwajya mu mujyi mu masaha y’akazi **keretse** Mupemba aguhaye uruhushya

Icyitonderwa/ **Note:-na-** in the middle of a sentence means an action that is added
to another one=**kandi**

Example: Ndahinga nkanateka

**II.3. LINGUISTIC FUNCTIONS:**
Describing daily activities / **Kuvuga ibikorwa bye bya buri munsi**

**II.3.1. Context**
A: Uboneka ryari ngo uzajye unyigisha icyongereza?
B: Kuwa gatandatu gusa.
A: None se gahunda yawe ya buri munsi imeze ite?
B: Iyo mbyutse **ndabanza** nkoga, ngakurikizaho koza ibintu, **noneho** nkanywa icyayi, **hanyuma** nkajya ku kazi. Nimugoroba ntegura amasomo, ngashaka infasanyigisho, **ubundi** nkaruhuka.

**II.3.2. Explanation**
For describing daily activities, here are some common words/phrases to use:

**Nk** (when a verb begins with ku) cyangwa

**ng** (when the verb begins with gu)+ **the root of the verb**+a

The following words are followed by the above structure:

**ndabanza** / I start with yerekana igikorwa kiza mbere y’ibindi

**noneho** / then yerekana igikorwa gikurikira ikindi

**hanyuma** / **ubundi** / lasty yerekana igikorwa giheruka
The following words are followed by the infinitive:

Mbanza / I start with
Nkurikizaho / I make follow
Ngaheureka / I end with
Mbere na mbere is followed by the verb in simple present.

III. PRACTICE

III. 1. Picture talk:
Look at these pictures of activities and talk about them.
III.2. Making sentences

Describe the action that corresponds to the following words then use the words in meaningful sentences. As in the example below, write your own sentences.

**Example:**
- **Word** → **action** → **sentence**

  Amasahani → koza amasahani → Noza amasahani mbere yo kurya

  - Umweyo →
  - Ibiryo →
  - Imyenda →
  - Umukoropesho →
  - Siporo →

III.3. Fill in the Blank: Fill in the blanks with one of the following words:

  [mbere, na, ariko, nuko, hanyuma, keretse, naho, kandi]

- Mu gitondo
  ndabyuka________nkoga,____________,nkambara,__________njyewe
  
  ________________. Assinath tukajya ku
  kazi________________ntidufata

- imodoka kuko ari hafi _______________iyo twakerewe.

- ________________yo kuvuga ujye ubanza utekereze
  _______________uvuge ibintu byiza.

- Zilpah ni umukobwa ________________ Alphonse ni umuhungu.

- Urajya kuvoma ________________ ujye no ku isoko.

III.4. Pair Work

In pairs, discuss what you were doing every Sunday when you were in the USA.

IV. LINK TO THE HOST COMMUNITY

Go and ask at least two people in your Resource Family about their daily activities. Be prepared to report on your conversations in your next language class.
V. SELF EVALUATION
How did you perform this competency?
This table serves as a self-assessment checklist for you to monitor your own learning in order to an active independent language learner. After you complete a lesson, just put a tick to each category you feel best describe your performance. If you still are uncomfortable with that lesson, please take time up with the LCF or study from the lesson chapter again.

<table>
<thead>
<tr>
<th>I cannot yet perform</th>
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<td>I perform well</td>
</tr>
</tbody>
</table>

I have specific problem in:
- General comprehension of the text or the dialogue
- Understanding vocabulary
- Grammar
- Doing the exercise
**Appendix**

**Vocabulary and new expressions**

<table>
<thead>
<tr>
<th>Rwandan</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwasa inkwi</td>
<td>To cut fire wood</td>
</tr>
<tr>
<td>Umukoropesho</td>
<td>A mop</td>
</tr>
<tr>
<td>Guteka ibiryo</td>
<td>To cook food</td>
</tr>
<tr>
<td>Gukubura mu nzu</td>
<td>To sweep the house</td>
</tr>
<tr>
<td>Gukora isuku</td>
<td>To do the hygiene</td>
</tr>
<tr>
<td>Gutega tagisi</td>
<td>To take a taxi</td>
</tr>
<tr>
<td>Umweyo</td>
<td>A bloom</td>
</tr>
<tr>
<td>Kumesa/Gufura</td>
<td>To wash clothes</td>
</tr>
<tr>
<td>Kwoza ibyombo</td>
<td>To wash dishes</td>
</tr>
<tr>
<td>Mbere na mbere</td>
<td>First of all</td>
</tr>
<tr>
<td>Noneho</td>
<td>Then</td>
</tr>
<tr>
<td>Hanyuma</td>
<td>Lastly</td>
</tr>
<tr>
<td>Mbere na mbere</td>
<td>First of all</td>
</tr>
<tr>
<td>hanyuma</td>
<td>Lastly</td>
</tr>
</tbody>
</table>
TOPIC # 16: Kubaza amakuru ku bikorwa bya buri munsi by’umuryago runaka / Ibikorwa bya buri munsi
To get information about daily activities of a given family / Daily activities

LEARNING OBJECTIVES FROM KSAs

- Ask one’s daily activities using appropriate structures of Kinyarwanda
  Kubaza ibikorwa bya buri munsi by’umuntu runaka ukoresheje imivugire nyayo y’ikinyarwanda
- Identify at least 3 women activities in Rwandan community
  Kugaragaza nibura imirimo itatu ikorwa n’abagore mu muryango nyarwanda
- Identify at least 3 men activities in Rwandan community
  Kugaragaza nibura imirimo itatu ikorwa n’abagabo mu muryango nyarwanda
I. MOTIVATION

2.1. SCENARIO
Steve arabaza amakuru ku mirimo umuryango wa Mugenzi ukora buri munsi.  
Steve is asking information on Mugenzi’s family daily activities.

Steve: Gahi, iwanyu mu rugo umunsi w’akazi bigenda bite?  
Papa wawe na mama wawe bakora iki?

Gahima: Data ni umukozi mu ishyirahamwe rishinzwe kurwanya SIDA,  
ni umukangurambaga. Buri munsi w’akazi abafite ikiganiro atanga.  
yarangiza agasura ingo ziri mu kagari ashinzwe. Ariko mama ni  
umwarimukazi mu gitonda ajya ku kazi, yataha agakosora impapuro  
z’abanyeshuri.

Steve: Bafite akazi keza. Muri icyo gihe se mushiki wawe abaka akora iki?

Mugenzi: Muri icyo gihe mushike wanjye abaja yoza ibintu, akanamesa imyenda kandi  
nanjye mba mufasha kumesa.

Steve: Ni byiza, ndumva iwanyu mwese mufite imirimo mukora!

I.2. Comprehension check
Reba niba abanyeshuri bumvise umwandiko wifashishije utu tubazo:
  – Se wa Gahima ni umutetsi?
  – Se wa Gahima ni umukangurambaga?
  – Nyina wa Gahima ni umuganga?
  – Abyuka akora isuku mu nzu?
  – Nyina wa Gahima yoza ibintu?
  – Mushiki we ategura ibyo kurya yarangiza akamesa imyenda?
**I.3. Different corners**

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural Circle</strong></td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
<tr>
<td><strong>Safety and security Corner</strong></td>
</tr>
<tr>
<td><strong>Tech Corner</strong></td>
</tr>
<tr>
<td><strong>Language tips</strong></td>
</tr>
</tbody>
</table>
### II. EXPLOITATION

#### 2.1. Vocabulary: Daily activities / *Ibikorwa bya buri munsi*

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gukaraba</td>
<td>________________________</td>
</tr>
<tr>
<td>Kumesa</td>
<td>________________________</td>
</tr>
<tr>
<td>Koza ibintu</td>
<td>________________________</td>
</tr>
<tr>
<td>Guhanagura inkweto</td>
<td>________________________</td>
</tr>
<tr>
<td>Guteka</td>
<td>________________________</td>
</tr>
<tr>
<td>Gucana imbabura</td>
<td>________________________</td>
</tr>
<tr>
<td>Kuvoma</td>
<td>________________________</td>
</tr>
<tr>
<td>Kugabura ibyo kurya</td>
<td>________________________</td>
</tr>
<tr>
<td>Gukubura imbuga</td>
<td>________________________</td>
</tr>
</tbody>
</table>

### II.2. GRAMMAR: Interrogative words / *Amagambo abaza*

#### II.2.1. Situation

A: Suz, mu gitondo ukora iki?
B: Nkora isuku mu nzu yacu.
A: Musaza wawe abyuka ryari?
B: Abyuka kare kare mu gitondo.
II.2.2. Analysis
The underlined words in this dialog are the interrogative words, the speaker A is using to inquire about the B’s family activities.

Other Interrogative expressions are:
- Ngahe?
- Te?
- Iki? (ki?)
- Ese?
- Ryari?
- Nde?

Examples:
- Wageze mu Rwanda ryari?
  *When did you arrive in Rwanda?*
- Mwig aikinaryarwanda kangahe mu cyumweru?
  *How many times a week do you study Kinyarwanda?*
- Mu isthura byifashe bite?
  *How is class?*
- Muri reutora mwariye iki?
  *What did you eat this morning?*

II.2.3. Functions of interrogative words:
- “Ngahe?” is used when asking for a number
- “Te?” is used when asking how things or people are
- “Nde?” is used when we want to know a person
- “Ngahe?”, “te?”, ”nde?” take the classes of the preceding words
- “He?” is used when we want to know about a place
- “Ki?” is used when we want to know about a kind of an object
- “Ese?” is used when we want to know about news
- “Ryari?” is used when we want to know about time
II.3. LINGUISTIC FUNCTIONS:
Getting information about daily activities of a given family.
*Kubaza amakuru ku bikorwa bya burimunsi by’umuryago runaka.*

2.3.1. Context: Brandon inquiring about Mahoro’s activities

Brandon: Uyu munsi urakora iki?
Mahoro: Uyu munsi ndajya guhaha ku isoko, nimvayo ntegure ibyo kurya bya saa sita, nyuma ndatera ipasi imyenda nameshe ejo.
Brandon: umugabo wawe ari he?
Mahoro: umugabo wange yagiye kubaka inzu.

II.3.3. Other Phrases:

- Iyo ubyutse ukora iki?
- Uhanagura ibirahura by inzu ryari?
- Ukora he?
- Ujya mu isoko kangahe?
- Ufatanya nande gukora isuku yo mu nzu?
- Utegura ute ibyo urya bya mugitondo?
III. PRACTICE

III.1. Fill in the blanks:
*Complete these sentences with the following words in order to keep the accurate meaning of the sentence: Ibiganiro, Mukaraba, Abyuka, Umukangurambaga, Ategura, Akora, Kurya, Kazi, Inama, Atanga]*

1. Jessica __________ ibyo ______________ bya saa sita.
2. Mugenzi iyo agiye mu_____________ aba afite __________atanga.
3. Iyo mubyutse __________________mu maso.
4. Mugenzi ni_______________ yirirwa atanga____________.
5. Nyina wa Gahima ________ kare kare__________ isuku mu nzu.

III.2. Writing
*Write a small text using past; present and future tenses. Develop a text describing the activities you did when you were preparing your trip to Rwanda. Write down an account on your activities in Kinyarwanda here since you arrived up to now. Read your text in front of your classmates and let them ask you questions.*

III.3. Scramble text: *Rearrange these sentences in order to reconstruct meaningful text.*

- Nkaraba isabune n’amazi umubiri wose nkambara neza, nkajya mu ishuri mbere y’uko amasomo atangira.
- Njyana n’abandi ku meza tugafata ibyo kurya bya mu gitondo
- Njyeze mu ishuri niyibutsa ibyo twaraye twize
- Nyuma y’aho tuvuye mu kiruhuko dusubira kwiga tukageza nimugoroba
- Iyo tuvuye mu ishuri njya mu myitozo ngororamubiri
- Icyo gihe umunsi uba urangiye.
3.4. Picture talk
Ask a question about each image using your own imagination.

![Image 1]
![Image 2]
![Image 3]

IV. LINK TO THE HOST COMMUNITY

Go to your resource family and inquire about their daily activities. Be prepared to share the results with your class.
Mugende mu muryango wanyu w’ïnshuti mubaze imirimo yabo ya buri munsi w’akazi. Muzane ibyo mwabonye mubiganire n’abandi.
V. SELF EVALUATION

Trainee’s name: ______________________Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

| I can not yet perform | I perform minimally | I perform adequately | I perform well |

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
# Vocabulary and useful expressions

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu rugo</td>
<td>At home</td>
</tr>
<tr>
<td>Umunsi w'akazi</td>
<td>Work day</td>
</tr>
<tr>
<td>Umunsi w’ikiruhuko</td>
<td>Day off</td>
</tr>
<tr>
<td>Ishyirahamwe</td>
<td>Association</td>
</tr>
<tr>
<td>kwirinda /Kurwanya SIDA</td>
<td>To prevent / to fight AIDS</td>
</tr>
<tr>
<td>Umwarimu(kazi)</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ku kazi</td>
<td>At work</td>
</tr>
<tr>
<td>Impapuro</td>
<td>Papers</td>
</tr>
<tr>
<td>Abanyeshuri</td>
<td>Pupils / students</td>
</tr>
<tr>
<td>Mushiki wawe</td>
<td>Your sister</td>
</tr>
<tr>
<td>Kumesa imyenda</td>
<td>To wash clothes</td>
</tr>
<tr>
<td>Ni byiza</td>
<td>It’s good / it’s ok</td>
</tr>
<tr>
<td>Imiti ya kizungu</td>
<td>Modern medicines</td>
</tr>
<tr>
<td>Imiti ya gihanga</td>
<td>Traditional medicines</td>
</tr>
<tr>
<td>Umukangurambaga w’ubuzima</td>
<td>Community health worker</td>
</tr>
</tbody>
</table>
TOPIC # 17: **Gusobanura uko inzu imeze no gusaba isanwa / Ibikorwa bya buri muns* / *Describe what a house looks like and ask to have it repaired.* / *Daily activities*

**LEARNING OBJECTIVES:**

- **Identify in Kinyarwanda the house damage.**
  
  *Kugaragaza mu Kinyarwanda ukwangirika kw’inz.u*

- **Explain in Kinyarwanda the house damage to the landlord.**
  
  *Gusobanurira nyirinzu mu Kinyarwanda ukwangirika kw’inzu.*

- **Suggest in Kinyarwanda a solution to the damage.**
  
  *Gutanga mu Kinyarwanda ibitekerezo byo gusana inzu.*
I. Motivation

1.1. Letter

Scenario:

Madisoni, a PCV, is writing a letter to her landlord, Emmanuel, to request for some repairs on her house.

Nyakubahwa,

Nejejwe no kubandikira ngirango mbamenyeshe ko inzu mbamo yangiritse ikaba itameze neza.

Mu by’ukuri, idirishya ryayo ryarangiritse kandi urugi ntirufungika neza. Nkaba nabasaga ko mwayisana.

Mbaye mbashimiye.

Madisoni (PCV)

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture Circle</strong></td>
</tr>
<tr>
<td>In some places, Rwandans show their solidarity by building houses (but which are not expensive) for the poor people or the widowers.</td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
<tr>
<td>The house and its enclosure must be clean otherwise diseases can be spread.</td>
</tr>
<tr>
<td><strong>Safe and security Square</strong></td>
</tr>
<tr>
<td>It’s necessary to lock well your house every time you leave.</td>
</tr>
<tr>
<td>Igihe inzu yangiritse, ukwiriye kwihutira kuyisanisha kuko bishobora korohera abajura kwinjiramo. Umfunguzo nazo zigomba kubikwa mu ibanga kugira ngo wirinde ko gagira umuntu ucurishamo izindi, noneho bakazaza kwiba igihe udahari cyangwa ni joro..</td>
</tr>
<tr>
<td>If your house is damaged and it is not repaired, it makes it easier for thieves to break in.</td>
</tr>
</tbody>
</table>
Keys also should be kept in secret so that no one can copy them.

Tech Corner

Umwarimu ntagomba kwakira abanyeshuri mu rugo iwe cyane cyane iyo badahuje igitsina.

*A teacher should not have students at there home, especially when they are of different sex than him/her.*

Language tips

**Ikibahima** : inzu nto itandukanye n’iyo umuryango ubamo, ariko iri mu rugo ifite umuntu uyibamo wo mu muryango.Akenshi aba ari uwanze kubana n’umuryango mu nzu imwe kubera impamvu runaka

**Ikibahima** : *a house which is apart from the family house but in the same enclosure, a member lives in it. It is commonly lived in by someone who refused to live with the family in the same house because of a particular reason.*

**Gushyira mu mago** : Kurongora

**Gushyira mu mago** : to marry a girl

II. Exploitation

II.1. Vocabulary

II.1.1. Context

Muri iyi minsi haguye imvura nyinshi. Amazu menshi *varangiritse*. Inzu ya John, PCV *yangiritse urukuta*

**II.1.2. Explanation:** The underlined words are describing the house condition

**Expressions describing house conditions:**

<table>
<thead>
<tr>
<th><em>Kinyarwanda</em></th>
<th><em>English</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwangirika</td>
<td>___________________</td>
</tr>
<tr>
<td>Kutamera neza</td>
<td>___________________</td>
</tr>
<tr>
<td>Kudafungika</td>
<td>___________________</td>
</tr>
<tr>
<td>Gusana</td>
<td>___________________</td>
</tr>
<tr>
<td>Gusaduka</td>
<td>___________________</td>
</tr>
<tr>
<td>Kumeneka</td>
<td>___________________</td>
</tr>
</tbody>
</table>
House construction parts and materials:

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icyumba</td>
<td></td>
</tr>
<tr>
<td>Idirishya</td>
<td></td>
</tr>
<tr>
<td>Urugi</td>
<td></td>
</tr>
<tr>
<td>Amategura</td>
<td></td>
</tr>
<tr>
<td>Amabati</td>
<td></td>
</tr>
<tr>
<td>Urukutu</td>
<td></td>
</tr>
<tr>
<td>Intebe</td>
<td></td>
</tr>
<tr>
<td>Ameza</td>
<td></td>
</tr>
<tr>
<td>Akabati</td>
<td></td>
</tr>
<tr>
<td>Imfunguzo</td>
<td></td>
</tr>
</tbody>
</table>

II.2 Grammar: Qualifying adjectives

II.2.1. Context

Inzu ya Yohani ni nziza, ndende kandi ni nini. / John’s house is nice, wide and big...

Examples of sentences with qualifying adjectives:

- Inzu ni mbi.
- Iyi ntebe ni nini kandi ni ndende.
- Iki giti ni kigufi.
- Irya nzu ifite idirishya rirerire.
- Aya meza ni meza.
- Butare ni umujyi muto.

2.2.2. Explanation: The underlined words are qualifying adjectives. They take a class of the noun they are qualifying.

Examples:

Inka nziza : n /-iza

Itoki mbi : n/-bi
Inkoni ndende  : n/-re-n/-re
Umugabo mugufi  : mu/-gufi
Igiti gito  : ki/-to
Umusore muremure  : mu/-re-mu/-re

**Rule:** In Kinyarwanda, qualifying adjectives change according to the word they follow.

**II.3. Linguistic Functions:**

Describing a house and asking for repairs / *Gusobanuna uko inzu imeze no gusaba ko yasanwa*

**II.3.1. Context**

*I Tumba, amazu menshi arashaje. Amwe yarasenyutse. Andi yarasadutse. Akwiye gusanwa neza*

**II.3.2. Explanation:** For describing a house, we use some qualifying adjectives or specific verbs like the ones used above (ending in *–tse*).

Ingero
Mbi
Ndende
Ngufi
Nini
Meza
Kigufi
kigari
Kirekire
Cyagutse
Ntoya
Yaramenetse
III. Practice

III.1. Translation

Translate the following text in Kinyarwanda:

Paul lives at Rwesero. He has two houses. The first is wide and high. It has small windows and short doors. The second is nice and big but it is old. He is very happy and he wants to buy another new house. This should be long, big, high and wide.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

III.2. Scrambled sentences:  *Rearrange these words to make meaningful sentences.*

a. Ya, inzu, Yohani, irashaje, cyane

__________________________________________________________________________

b. Ntimeze, ya, cyane, Petero, neza, inka

__________________________________________________________________________

c. Ntebe, gusanwa, iyi, ikwiye

__________________________________________________________________________

d. Ya, inzu, Emmanuel, idirishya, yangiritse

__________________________________________________________________________
e. Rwa, John, urugi, rwasadutse

f. Urugi, neza, ntirufungika uru

g. Ameza. Petero, neza, ntasize, irangi, ya, cyane

h. Inzu, Bosco, ya, ariko, ngufi, nziza, ni, kandi, ni
IV. LINK TO THE COMMUNITY

After visiting your site, what do you think about your home? Please describe it. Does it need any repairs? What kind of repairs?

V. SELF EVALUATION

Trainee’s name: ______________________Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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I have specific problem in:

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APPENDIX
### New vocabulary and new expressions

<table>
<thead>
<tr>
<th>Ntoya</th>
<th>Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ndende</td>
<td>Long</td>
</tr>
<tr>
<td>Ngufi</td>
<td>Short</td>
</tr>
<tr>
<td>Nini</td>
<td>Big</td>
</tr>
<tr>
<td>Meza</td>
<td>nice</td>
</tr>
<tr>
<td>Mbi</td>
<td>Bad</td>
</tr>
<tr>
<td>Icyumba</td>
<td>Room</td>
</tr>
<tr>
<td>Kigari</td>
<td>Large</td>
</tr>
<tr>
<td>Kwangirika</td>
<td>To be damaged</td>
</tr>
<tr>
<td>Cyagutse</td>
<td>Wide</td>
</tr>
<tr>
<td>Urukuta</td>
<td>Wall</td>
</tr>
<tr>
<td>Gusana</td>
<td>To repair</td>
</tr>
<tr>
<td>Icyumba</td>
<td>The room</td>
</tr>
<tr>
<td>Idirishya</td>
<td>Window</td>
</tr>
<tr>
<td>Urugi</td>
<td>Door</td>
</tr>
<tr>
<td>Imfunguzo</td>
<td>Keys</td>
</tr>
<tr>
<td>Amategura</td>
<td>Tiles</td>
</tr>
<tr>
<td>Amabati</td>
<td>Sheet metal</td>
</tr>
<tr>
<td>Kudafungika</td>
<td>Not to be locked</td>
</tr>
<tr>
<td>Kumeneka</td>
<td>To be broken</td>
</tr>
<tr>
<td>Gusaduka</td>
<td>To crack</td>
</tr>
</tbody>
</table>
TOPIC # 18: Gusobanura inshingano ze nk’umukorerabushake wa PC / Ibikorwa bya buri munsi

Describe a job as a PCV in health / Daily activities

**Learning objectives from KSAs**

- **Explain in Kinyarwanda at least two Peace Corps goals.**
  
  *Gusobanura mu Kinyarwanda nibura intego ebyiri za Peace Corps.*

- **Explain in Kinyarwanda your work in the Rwandan (at your site).**
  
  *Gusobanura mu Kinyarwanda akazi ke mu muryango nyarwanda (kuri site ye)*

- **Describe in Kinyarwanda at least four activities of a PCV.**
  
  *Gusobanura mu Kinyarwanda nibura ibikowa bine by’umukorerabushake wa Peace corps.*

- **Engage in a Kinyarwanda conversation.**
  
  *Kuganira mu Kinyarwa.*
I. MOTIVATION

I.1. DIALOG/Scenario
Janet, PCV explains what it means to be a Peace Corps Volunteer to Gakinahe, a local authority.

Janet: Muraho muyobozi?
Gakinahe: Muraho, muraho!
Janet: Nitwa Janet, ndi umukorerabushake wa PC
Gakinahe: Ahh! Peace Corps ya John F. Kennedy muri Amerika,! Mufite gahunda imeze ite se mu Rwanda?
Janet: Tuzaganira n’ababyeyi ku byerekeye kuringaniza urubyaro mu bigo nderabuzima, ndetse tuzatanga inama ku bajyanama bi’suku ariko cyane cyane tuzakorana n’amashyirahamwe akangurira abantu kwirinda indwara muri rusange na SIDA by’umwihariko.
Gakinahe: Eeeh! izo ni zo nshingano za Peace Corps?
Janet: Na byo birimo, kuko Peace Corps itanga abakorerabushake mu bihugu bibakeneye bakabifasha kwiteza imbere, bakiga umuco wabyo kandi bakabyigisha uwa Amerika.
Gakinahe: Ni byiza rwose, ariko muzanadushingire amaclubs yigisha icyongereza.
Janet: Tuzagerageza
Gakinahe: Murakoze cyane. Rwose tubahaye ikaze.

I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture Circle</strong></td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
<tr>
<td><strong>Safety and security</strong></td>
</tr>
</tbody>
</table>

In Rwanda when spending a night somewhere or to live there for the first time, you have to make the self registration to the local authorities.

The place where you live must be cleaned with water to avoid jiggers. (Ask Emmett about his jigger experience... in a mockingly fashion please. He claims he got them in the field...)
In Rwanda, people must go to announce their arrival to the local authorities if they want to spend a long time there.

When there is an activity involving your community, you should participate.

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuboneza urubyaro</td>
<td>___________________________</td>
</tr>
<tr>
<td>Gukangurira</td>
<td>___________________________</td>
</tr>
<tr>
<td>koza ibintu</td>
<td>___________________________</td>
</tr>
<tr>
<td>Gutanga inama</td>
<td>___________________________</td>
</tr>
<tr>
<td>Ibyemezo</td>
<td>___________________________</td>
</tr>
<tr>
<td>Kwirinda</td>
<td>___________________________</td>
</tr>
<tr>
<td>Urubyaro</td>
<td>___________________________</td>
</tr>
<tr>
<td>Amazi meza</td>
<td>___________________________</td>
</tr>
<tr>
<td>Imirire</td>
<td>___________________________</td>
</tr>
</tbody>
</table>

II.2. GRAMMAR:
Review of past, present and future tenses / Gusubiramo impitagihe, indagihe n’inzagihe

2.2.1. Context

2.2.2. Explanation
The underlined words in this text are verbs conjugated in the past, present and future tenses. When you want to tell a story, you conjugate verbs in these three tenses.

2.2.3. Exercise: Make sentences and conjugate verbs according to the time indicators given.
A)  Ejo hashize ____________________________________________
II. 3. LINGUISTIC FUNCTIONS:
Describing your job / Gusobanura umurimo we

2. 3.1. Context
Nitwa Rebecca, ndi umukorerabushake wa Peace Corps mu rwego rw’ubuzima. Nzaha inama abafite ubwandu bwa SIDA kandi nzanakorana n’abashinzwe gukangurira abantu kwirinda indwara muri rusange na SIDA by’umwihariko.

2.3.2. Explanation
The underlined sentences explain the Rebecca’s job as a Peace Corps Volunteer. When you want to explain your job, you first use ndi followed by your title and then you say what you do/will do depending on the tense.

2.3.3. Writing: Following the model above, write your own text describing your work before coming to Rwanda, now and what you’ll do after the training.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
III. PRACTICE

3.1. Matching: Match phrases from the columns to make meaningful sentences.

\[ \begin{array}{ll}
A & B \\
Ababyeyi bagomba & Ubwandu bwa SIDA \\
Abasitagiyeri bazagira inama abantu & Kwirinda SIDA \\
Tuzakanguriria abantu & Kuringaniza urubyaro \\
Tugomba kugira & Atera indwara \\
Amazi mabi & Imirire myiza
\end{array} \]

• 
• 
• 
• 
•

3.2. Writing:

3.2.1. Write a text using past, present and future tenses.
3.2.2.  *Explain and write about your work qualifications when you go back to the USA.*

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

IV. LINK TO THE HOST COMMUNITY

Go to your Resource Family and ask a mother and a father to describe his/ her activities. Present what you learn to your class.
V. SELF EVALUATION

Trainee’s name: ______________________Class: __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
New vocabulary and new expressions

<table>
<thead>
<tr>
<th>Inshingano</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umudugudu</td>
<td>Village</td>
</tr>
<tr>
<td>Akagari</td>
<td>Cell</td>
</tr>
<tr>
<td>Umurenge</td>
<td>Sector</td>
</tr>
<tr>
<td>Akarere</td>
<td>District</td>
</tr>
<tr>
<td>Intara</td>
<td>Province</td>
</tr>
<tr>
<td>Gufasha</td>
<td>To help</td>
</tr>
<tr>
<td>Ikigo cy’amashuri</td>
<td>School</td>
</tr>
<tr>
<td>Kwigisha</td>
<td>To teach</td>
</tr>
<tr>
<td>Kwiga</td>
<td>To study</td>
</tr>
<tr>
<td>Kwiteza imbere</td>
<td>To develop oneself</td>
</tr>
<tr>
<td>Kugerageza</td>
<td>To try</td>
</tr>
<tr>
<td>Gutsinda</td>
<td>To succeed</td>
</tr>
<tr>
<td>Gutsindwa</td>
<td>To fail</td>
</tr>
<tr>
<td>Ikaze</td>
<td>Welcome</td>
</tr>
<tr>
<td>Umukorerabushake</td>
<td>A volunteer</td>
</tr>
<tr>
<td>Kwirinda</td>
<td>To protect oneself</td>
</tr>
<tr>
<td>Amavunja</td>
<td>Jiggers</td>
</tr>
<tr>
<td>Gutanga inama</td>
<td>To give advice</td>
</tr>
<tr>
<td>Muri rusange</td>
<td>In general</td>
</tr>
<tr>
<td>By’umwihariko</td>
<td>In particular</td>
</tr>
</tbody>
</table>
TOPIC # 19: Kuvuga amashuri yize n’imirimo yakoze / Ibikorwa bya buri Munsi
Describe your studies and job experiences/ Daily activities

LEARNING OBJECTIVES:

- Describe in Kinyarwanda your weekend activities at university.
  *Gusobanura mu KInyarwanda ibikorwa bye byo muri weekend muri kaminuza.*

- Tell someone in Kinyarwanda the schedule of your daily activities.
  *Kubwira umuntu mu Kinyarwanda gahunda y’ibikorwa bye bya buri munsi.*

- Inquire in Kinyarwanda about someone’s schedule of the past.
  *Kubaza undi mu Kinyarwanda gahunda y’ibyo yakoraga mu gihe cyashize.*

- Explain in Kinyarwanda different components of school in America.
  *Gusobanura mu Kinyarwanda ibyiciro bigize amashuri muri Amerika.*
I. MOTIVATION

I.1 LETTER

SCENARIO
Mary Rose, a PCV, is writing about her studies and job experiences in a letter addressed to the Health Minister. She is asking him to let her work as a Health Agent when her term as a PCV expires.

Mary Rose, umukorerabushake wa PC asobanura amashuri yize n’imirimo yakoze mu ibaruwa yandikiye Minisitiri w’ubuzima asaba kuba umukozi wa MINISANTE igihe cyo cyo kuba umukorerabushake wa PC nikirangira.

Axiak Mary Rose
Intara y’Amajyepfo
Akarere ka Huye
Telefoni: 078620228
E-mail: axim@yahoo.fr

Nyakubahwa Minisitiri w’ubuzima
mu Rwanda

Impamvu: Gusaba gukorera mu Rwanda
Nk’umukozi wa MINISANTE

Nyakubahwa Minisitiri,
Mbandikiye iyi baruwa mbasaba gukorera mu Rwanda nk’umuganga w’inzobere mu kwita ku barwayi ba SIDA.

Mu by’ukuri nyakubahwa Miinisitiri,
nize muri kaminuza ya MIT mpakura impamyabushobozi ihanitse mu by’ubuganga, ndangije amashuri, mbere na mbere nakoze mu bitaro bya Valley Hospital, Ridgewood, L.J imyaka ibiri ntanga imiti nasuzuma. Nyuma y’aho nakoreye muri Cambodge imyaka itatu nshinzwe kubyaza hanyuma nza mu Rwanda gukora nk’umukorerabushake wa PC mu bijyanye no kwita ku barwayi ba SIDA.

Axiak Mary Rose
### I.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture Circle</strong></td>
</tr>
<tr>
<td>Mu Rwanda, abantu bize hanze (mu mahanga) bafatwa nk’inzobere bityo bakabona n’akazi byoroshye kandi kezi ugereranyije n’abize ino mu Rwanda. <em>In Rwanda, people who have studied abroad are taken as experts and thus, get the good jobs compared to those who studied here in Rwanda.</em></td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
<tr>
<td>Mu ishuri bakoresha ingwa zigira ivumbi ku buryo ari ngomba kwitonda kugira ngo iryo vumbi ritangiza imyanya y’ubuhumekero. <em>In class, they use chalk which has lots of dust so be careful as to not inhale lots of it.</em></td>
</tr>
<tr>
<td><strong>Safety and security Square</strong></td>
</tr>
<tr>
<td>Si byiza ko umuntu wize amashuri menshi ageza nijoro cyane etarataha kuko hari abantu bashobora kumugirira nabi. <em>It’s not good for someone who has a high level of education to stay out of their house till late in the night because there are people who may harm him.</em></td>
</tr>
<tr>
<td><strong>Tech Corner</strong></td>
</tr>
</tbody>
</table>
| Umuntu wize amashuri menshi agomba kwirinda gusinda kuko biramusuzuguza. *Someone who has a high level of studies should avoid being drunk because it risks his reputation.*
*Ni ngomwa ko umwarimu yambara itaburiya mu gihe .yigisha.*
*It’s recommended for a teacher to wear an apron when he is teaching.*
Abanyeshuri bakunda kwita abarimu babo amazina y’amahimban o bitewe n’uko bitwara cyangwa amagambo bakunda kuvuga. Ni ngombwa kwitondera amagambo uvuga, n’imyitwarire yawe. *Students like to call their teachers nicknames depending on words the teacher likes to say or their behavior. It’s necessary to pay attention to your words and your behavior.* |
| **Language tips** |
| Hari amazina mu Rwanda ajyanye no kuba abarimu bahembwa amafaranga make.
*There are names in Rwanda related to the fact that teachers earn a little salary.*
**Gakweto:** Ni izina baha abarimu.
**Gakweto(small shoe):** *It is a name given to teachers.*
**Urwarimu:** Ni izina rihabwa inzoga y’ibitoki (urwagwa) kuko idahenda
*Urwarimu: It is a name given to the banana beer (urwagwa) because it is cheap.* |
II. EXPLOITATION

II.1. VOCABULARY: Typical activities in the health sector

*Ibikorwa bisanzwe by’abaganga.*

II.1.1. Context

Mary Rose yakoze akazi ko gutanga imiti mu bitaro bya *Valley Hospital, Ridgewood, L, J.*, no kubyaza muri Cambodge

II.1.2. Explanation: The underlined words in the above text describe some routine activities carried out by health agents, doctors and nurses. Other such words/phrases are:

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gusuzuma</td>
<td></td>
</tr>
<tr>
<td>Kurara izamu</td>
<td></td>
</tr>
<tr>
<td>Gusura abarwayi</td>
<td></td>
</tr>
<tr>
<td>Gufata/gupima ibizamini</td>
<td></td>
</tr>
<tr>
<td>Gukora ubutabazi bw’ibanze</td>
<td></td>
</tr>
<tr>
<td>Kubaga abarwayi</td>
<td></td>
</tr>
<tr>
<td>Kwigisha imirire ikwiye, isuku,</td>
<td></td>
</tr>
<tr>
<td>Kwirinda indwara,..</td>
<td></td>
</tr>
</tbody>
</table>

II.2. GRAMMAR: Simple past / *Impitakera*

II.2.1. Context

“Mary Rose, arangije amashuri ye, *yavuye* mu bitaro bya *Valley Hospital, Ridgewood, L, J,* nyuma y’aho yaho *yagiye* muri Cambodge.”

II.2.2. Explanation

The underlined verbs above are conjugated in simple past:

- *Yavuye* → *Kuvura* She nursed
- *Yagiye* → *Kuja* She went
## II.2.2. Analysis

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple past</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuvura ku – vur - a</td>
<td>Yavuye mu bitaro a – a – vur – ye</td>
</tr>
<tr>
<td>Kujya ku – gi - a</td>
<td>Yagiye muri Cambodge a – a – gi - ye</td>
</tr>
</tbody>
</table>

*NB: For verbs with an object, note that the difference between the simple past and the past perfect exists only in the tonality.*

**Example:**
- Mugitondo *navuye* umurwayi → *I’ve been a nurse to someone this morning.*
- Umwaka ushize *nâvuye* umurwayi → *I was a nurse to someone last year.*

**Rule:**

To form the simple past tense of verbs with an object, we use the tense marker (a) and then add the termination (ye).

- Verbs whose roots end in *t* → *se*
- Verbs whose roots end in *d* → *ze*
- Verbs whose roots end in *g* → *ze*
- Verbs whose roots end in *k* → *tse*

*------- For verbs without object, we keep the tense marker (ara) instead of (a) -------*

**Examples:**

- **Kwiga**
  - *Yize* muri MIT
  - *Yarize*
  - *Yarize*

- **Kubaga**
  - *Yabaze* abarwayi benshi
  - *Yarabaze*

- **Gupfuka**
  - *Yapfutse* ibikomere kenshi
  - *Yarapfutse*

- **Kudoda**
  - *Yadoze* aho nari nakomeretse
  - *Yaradoze*

- **Kwiga**
  - *Yize* muri MIT
  - *Yarize*

- **Kubaga**
  - *Yabaze* abarwayi benshi
  - *Yarabaze*
II.3. LINGISTIC FUNCTIONS:
Describing a process of an activity / Kurondora uko igikorwa bigenda

2.3.1. Context
Iyo mwarimu agiye kwigisha, mbere na mbere asuhuza abanyeshuri, agakurikizaho kubaganiriza akanya gato, hanyuma agatangira isomo rye.

2.3.2. Explanation
When you want to describe an activity, you can use the following structures:

“Mbere na mbere ____________, nyuma y’aho ____________________ hanyuma

“Ubwa mbere ______________ ubukurikiyeho_____________________Ubuheruka

Another way of describing an activity especially when steps are involved is to make use of ordinal numbers.

Example:
Iyo ugiye gukora umuti w’abana wa Syrop, icya mbere uca ishashi umuti urimo, icya kabiri uvanga umuti n’amazi angina na litiro imwe, icya qatatu uracanira bikabira, icya nyuma uratereka bigahora buhoro hanyuma ukabiha umwana.

III. PRACTICE

3.1. Conjugation: Conjugate the verbs in brackets in the simple past tense:

a) Brandon (kwiga) ______________ ubuganga.

b) Kate (gukora) ___________________ mu ivuriro.

c) Uku kuguru kwanjye (kuvunika) ______________ ndi gukina umupira.

d) Mukakalisa (kwandura) ________________igituntu.

e) Muganga (kugenda)__________________.

3.3. Scrambled sentences: Rearrange these sentences to form coherent text.

Scrambled Text 1

Nyuma y’aho ukajomba urushinge buhoro buhoro
Bwanyuma ugasunika umuti
Iyo ugiye gutera umurwayi urushinge
Mbere na mbere ufata urushinge
Noneho ugasukura uruhu na Alchool

__________________________________________________________________________

__________________________________________________________________________

_________________________________________________________________

Scrambled Text 2

Ikindi ni ukureba ko hari aho yakomeretse ukamwomora
Igikurikiraho ni ukumva niba agihumeka
Icya mbere ni ukwigizayo abashungera
Igiheruka(icyanyuma) ni ukujyana kukigonderabuzima
Iyo utabara umuntu wakoze impanuka.

__________________________________________________________________________

IV. LINK TO THE HOST COMMUNITY

Go to ask the head of your Resource Family, about his/her studies and job experiences. Write a paragraph using the structures we studied to describe his/her studies and job experiences as the person has told you. Be prepared to present the paragraph to your classmates during the next language session.

V. SELF EVALUATION

Trainee’s name: ______________________class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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I have specific problem in:

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- Understanding vocabulary
- Grammar
- Doing exercises

Appendix

**Vocabulary and new expressions**

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umunsi</td>
<td>A day</td>
</tr>
<tr>
<td>Icyumweru</td>
<td>A week</td>
</tr>
<tr>
<td>Ukwezi</td>
<td>A month</td>
</tr>
<tr>
<td>Umwaka</td>
<td>A year</td>
</tr>
<tr>
<td>Amashuri abanza</td>
<td>Primary school</td>
</tr>
<tr>
<td>Amashuri yisumbuye</td>
<td>Secondary school</td>
</tr>
<tr>
<td>Impamyabushobozi</td>
<td>A diploma</td>
</tr>
<tr>
<td>Kaminuza</td>
<td>University</td>
</tr>
<tr>
<td>Icyiciro rusange</td>
<td>Ordinary level</td>
</tr>
<tr>
<td>Isomo</td>
<td>A lesson</td>
</tr>
<tr>
<td>Ingwa</td>
<td>A chalk</td>
</tr>
<tr>
<td>Ikibaho</td>
<td>A board</td>
</tr>
<tr>
<td>Guhanagura</td>
<td>To clean</td>
</tr>
<tr>
<td>Kubaga abarwayi</td>
<td>To do the surgery</td>
</tr>
<tr>
<td>Gupima amaraso</td>
<td>To taste blood</td>
</tr>
</tbody>
</table>
TOPIC # 20: Kwandika amaruwa yo mu buyobozi / Ibikorwa bya buri munsi
Write administrative letters / Daily activities

LEARNING OBJECTIVES FROM KSAs

1. **Identify in Kinyarwanda different authorities to write an administrative letter.**
   Kuvuga mu Kinyarwanda abayobozi bandikirwa.

2. **Explain different objects of an administrative letter in Kinyarwanda.**
   Gusobanura impamvu zitandukanye mu kwandika ibaruwa yo mu buyobozi.

3. **Explain different parts of an administrative letter in Kinyarwanda.**
   Gusobanura ibice binyuranye bigize ibaruwa yo mu buyobozi.
I. Motivation

Scenario

Corrie is a Peace Corps volunteer responsible of the vaccination program at Kinazi Health Center in Nyanza Health district. At the end of the vaccination campaign against polio, she writes a letter of submission of the report of that activity to the Director of the Health District.

Corrie MOORE ni umukorerabushake wa Peace Corps ushinzwe guhuza ibikorwa byo gukingira indwara mu kigo nderabuwima cya Kinazi mu karere k’ubuzima ka Nyanza. Nyuma y’igikorwa cyo gukingira imbasa yandikiye Muganga mukuru uyobora akarere k’ubuzima ka Nyanza amugezaho raporo y’uko imirimo y’ikingira yagenze.

Bwana Muganga Mukuru
Uyobora Akarere k’ubuzima ka Nyanza

I NYANZA

Binyujijwe ku Muyobozi w’ikigo nderabuzima

Kinazi

Bwana Muganga,

Impamvu : Koherenza raporo y’ikingira ry’imbasa

Nejejwe no kubandikira ngira ngo mboherereze raporo y’igikorwa cyo gukingira imbasa cyabaye kuva kuwa 3 kugeza kuwa 7 Mata 2009.

Bwana Muganga, raporo mboherereje ku mugereka w’yi baruwa, irerekana icyari kigamijwe muri icyo gikorwa cy’ikingira, uko cyakozwe, ibyagezweho, imyanguro ikubiyemo ndetse n’ibyifuzo.

Mbaye mbashimiye.

Corrie MOORE
Umuhuzabikorwa by’ikingira
Ikigo nderabuzima cya Kinazi.

Bimenyeshejwe

- Muganga Mukuru uyobora ibitaro bya Nyanza;
### I.3. Different Corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
<tr>
<td><strong>Safe and Security Square</strong></td>
</tr>
<tr>
<td><strong>Tech Corner</strong></td>
</tr>
<tr>
<td><strong>Language Tips</strong></td>
</tr>
</tbody>
</table>
II. EXPLOITATION

2.1. VOCABULARY: Expressions used in official correspondence

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nshimishijwe</td>
<td></td>
</tr>
<tr>
<td>Impamvu</td>
<td></td>
</tr>
<tr>
<td>Bimenyeshejwe</td>
<td></td>
</tr>
<tr>
<td>Binyujiwe</td>
<td></td>
</tr>
<tr>
<td>Mbaye mbashimiye</td>
<td></td>
</tr>
<tr>
<td>Kwaka ibisobanuro</td>
<td></td>
</tr>
<tr>
<td>Kohereza raporo</td>
<td></td>
</tr>
<tr>
<td>Mu gihe ngitegereje</td>
<td></td>
</tr>
<tr>
<td>Kwaka uruhushya</td>
<td></td>
</tr>
<tr>
<td>Kwisobanura</td>
<td></td>
</tr>
<tr>
<td>Mbifurije</td>
<td></td>
</tr>
</tbody>
</table>

II. 2. GRAMMAR: Subjunctive / Inziganyo

II. 2. 1. Context

Bwana Muhuzabikorwa w’akagari ka Taba, nkandikiye ngira ngo nsabe uzaze ejo kumfasha kuyobora inama y’abaturage yerekere isuku mu kagari ka Taba. Nkeneye igisubuzo cyanyu ngo mbone uko nitegura.

Blandolonius of Taba cell, I am writing asking you to come to assist me to sensitise people of Taba to hygiene. I need your answer and I can prepare myself.

II.2.2. Explanation

Uzaze kumfasha
Mbone uko nitegura

Uzaze & mbone are conjugated in subjunctive mode. In Kinyarwanda. The subjunctive expresses the feelings like wishing; eventual actions.

uzaze (you to come) u-za-z-e
u- = verbal prefix
In Kinyarwanda, to conjugate a verb in subjunctive mode, we replace the infinitive prefix *ku*- or *gu*- by the verbal prefix plus the root and we replace the final of the verb (*-a*) by (*-e*). The subjunctive mode is marked by the final (*-e*).

So we have two kinds of subjunctive:
- the present which does not show a tense marker as in *mbone* (*n*-ø-*bon*-e)
- the future in which the tense marker is *-za*- as in *uzaze* (*u*-za-*z*-e)

**Examples**

- present: *wandikire* diregiteri *umuhwe* raporo y’ibikorwa
  (you write to the director and submit him the activity report)
- future: *uzandikire* diregiteri.
  *(you will write to the director)*

*Note: The present in the subjunctive can take a preprefix (*ni*-) to emphasize the verb.

**Examples:**

*Nimuvuge* uko mwifuza akazi gakorwa neza. *nimuvuge* = ni-mu-vug-e
_Say how you want to work more efficiently_

**ni-** = preprefix
- **mu-** = verbal prefix
- **vug-** = root
- **e** = final

**II.3. LINGUISTIC FUNCTIONS**

Identify main parts of an official letter
*Kugaragaza ibice by’ibaruwa yo mu buyobozi*

**II.3.1. Context**

Tomy : Ese Gladys, i Washington bakwandikiye?

Gladys : Reka sha! Ahubwo ni ibaruwa y’umuyobozi! **Impamvu** ngo ni ukwisobanura

Tomy : Ye! Ngo *usobanure* iki?

Gladys : **Ngo ninsobanure** impamvu ntaje ku kazi kuwa gatanu kandi nari narwaye grippe.
II.3.2. Analysis

The words in bold represent the object of the official letter. Impamvu (the object is to give explanations)

II.3.3. Every official letter must have an object or reference and must have a rigorous format like this:

- Aderese y’uwandika (sender address)
- Itarike (date)
- Aderese y’uwandikirwa (receiver)
- Aderese y’uwo binyuzwaho (recommendation)
- Umutwe wibaruwa, (salutation)
- Impamvu (object):
- Ibaruwa ubwayo (The body of the letter)
- Umukono (signature)
- Bimenyeshejwe (information copies)

*Note: This is the anglophone format, francophones have their own format. In the rwandan official correspondence, we chose the format according to the sensibility of the correspondant.*
III. PRACTICE

III.1. Fill in the blanks
Read carefully this letter, fill in the blank as needed and rearrange according to a correct official letter template.

Karere k’ubuzima ka Kabutare
Ibitaro bya Kabutare

Bwana Raymond CHITTO
Ishami rivura amenyo
Ibitaro bya Kabutrare.

Bwana CHITTO

: Kwisobanura

Nkwandikiye ngira ngo ngusabe kusobanurira mu nyandiko impamvu zaguteye gusiba akazi ku wa gatanu ushize nta ruhushya watse. Kandi ukaba umaze kubigira akamenyero.
Mu gihe ngitegereje ibisobanuro byawe bitunganye nkwifurije, gutunganya neza imirimo ushinzwe.

Dr NTEGANO Yohani Batisita

Umuyobozi w’ishami ryo kuvura amenyo
Ibitaro bya Kabutare.

III.2. Fill in the blanks
Read carefully this text and fill these words in the blanks as needed: raporo, ubinyuze, Andikira, impamvu, ubimenyeshe.

Coordinator and volunteer

Volunteer: Ndashaka kujya mu kagari ka Taba gukangurira abaturage isuku.
III.3. Translation

Translate the following sentences in Kinyarwanda using subjonctives and rearrange them in order to have a meaningfull text.

- Wash dishes and cupboards ___________________________________
- Clean chairs _____________________________________________
- Take liquid soap ___________________________________________
- Range dshes in cupboards ___________________________________
- Clean the doors and windows _________________________________
- Dust sofa _________________________________________________
- Range the living ___________________________________________
- Get materials ______________________________________________

III.4. Translation & Crosswords

Translate these words in Kinyarwanda and fill them in the puzzle as needed

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Sir</td>
<td>1. Object</td>
</tr>
<tr>
<td>5. Subjunctive</td>
<td>2. Report</td>
</tr>
<tr>
<td>6. Minutes</td>
<td>4. Write</td>
</tr>
</tbody>
</table>
III.5. Writing
Write a letter to reply to one in I.

III.6. Conjugation
Rewrite these sentences in the subjunctive future or present...

1. Nugera ku kazi ushake akanya.  ___________________________________

2. Ufate urupapuro, wandikire umuyobozi wacu umusabe uruhushya
_____________________________________________________________

3. Ku wa nyuma tuzajye gusura Louise urwariye ku Kibuye
_____________________________________________________________

4. Erega dusurane dufatanye, maze dukunde tuzatunganye ibyo dusabwa.
_____________________________________________________________

III.7. Conjugation

Rewrite sentences, conjugate verbs in the appr. tenses of sub.

a) Umuyobozi wa koperative yakwandikiye ashaka ngo (kumwigisha) gukora
ibaruramutungo, (kumusubiza) udatinze kandi (kubimenyesha) APCD.
_____________________________________________________________
b) Brown yagiye i Kigali kugura ibikoresho ngo mu cyumweru gitaha mwese (gukingira) abana b’akagari ka Taba imbas.

c) Abavolonteri ba Peace Corps (kwegera) abaturage (kubasobanurira) gukora imishinga y’amajyambere.

d) umuyobozi w’ikigo nderabuzima aradushaka ngo (kumufasha) gutegura inama y’abaturage, (kubakangurira) isuku.

e) Mbaraga yatumiye Sara ngo (kumusura) kandi (kumwerek)a uko bakora Pizza.

IV. LINK TO THE HOST COMMUNITY

Mujye mu bigo mwabwiwe kubaza umusekereteri waho kubereka amabaruka y’ubuyobozi bandika mu Kinyarwanda. Nimuvayo mugereranye n’ayo mwabonye mu ishuri maze musobanurire bagenzi banyu mu ishuri ibyo mwagezeho.

Go to the indicated office and ask to the secretary about the kind of official letters they are used to writing and compare them with the ones you have studied in your language class and be prepared to report your information to your classmates.
V. SELF EVALUATION
Trainee’s name: ______________________ class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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<th>I perform well</th>
</tr>
</thead>
</table>

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises

VOCABULARY AND USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>Ibaruwa / Urwandiko</th>
<th>letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gusinya ibaruwa</td>
<td>To sign a letter</td>
</tr>
<tr>
<td>Gutera kashe</td>
<td>To stamp</td>
</tr>
<tr>
<td>Impavu y’ibaruwa</td>
<td>Object of the letter</td>
</tr>
<tr>
<td>Kwaka ibisobanuro</td>
<td>Ask for explanations</td>
</tr>
<tr>
<td>Kohereza</td>
<td>To send</td>
</tr>
<tr>
<td>Kwaka uruhushya</td>
<td>Ask for permission</td>
</tr>
<tr>
<td>Kwisobanura</td>
<td>To explain oneself</td>
</tr>
<tr>
<td>Mbifurije</td>
<td>I wish you</td>
</tr>
<tr>
<td>Umutwe w’ibaruwa</td>
<td>The head of a letter</td>
</tr>
<tr>
<td>Nyakubahwa</td>
<td>His excellence/ Honourable</td>
</tr>
<tr>
<td>Bwana</td>
<td>Mr</td>
</tr>
<tr>
<td>Madamu</td>
<td>Madam</td>
</tr>
<tr>
<td>Mbaye mbashimiye</td>
<td>I thank you</td>
</tr>
<tr>
<td>Nshimishijwe no kubamenyesha</td>
<td>I am happy to let you know</td>
</tr>
</tbody>
</table>
TOPIC # 21: Kuyobora no kuyoboza / Kuyobora no gutwara abantu n’ibintu  
Give and ask for directions / Orientation, means of transportation

LEARNING OBJECTIVES FROM KSAs

- Describe different public places.
  Gusobanura ahantu hatandukanye hahurira abantu benshi.
- Ask for direction to someone using Kinyarwanda structures.
  Kubaza undi muntu amerekezo ukoresheje imvugo y’ikinyarwanda.
- Give direction to someone using Kinyarwanda structures.
  Gutanga amerekezo ukoresheje imvugo y’ikinyarwanda.
- Refuse politely to give direction to someone else in Kinyarwanda.
  Kwanga gutanga amerekezo mu kinyabupfura ukoresheje ikinyarwanda.
I. MOTIVATION

1.1. Dialog/Scenario
Malcolm, a Peace Corps Volunteer (who likes to wear deep v-necks), is asking Donata, the District Agent, for directions to reach the office of the Health District in Rulindo.

Malcolm: Mwiriwe?
Donata: Mwiriwe.
Malcolm: Mushobora kundangira ibiro by’ushinzwe ubuzima mu karere ka Rulindo?
Donata: Komeza uzamuke hariya haruguru, nugera ku mugezi, ukate ibumoso urabona inzu ifite inzugi n’amadirishya y’ubururu, unyure hepfo yayo, ubaze abantu uhasanga barakwerekia ibiro by’ushinzwe ubuzima.
Malcolm: Ni imbere y’iriya nzu y’amatafari?
Donata: Oya, ni hirya yayo kuko iriya nzu uyigeraho mber.
Malcolm: Murakoze (waving goodbye...of course wearing a very deep v-neck)

I.2. Different corners

<table>
<thead>
<tr>
<th><strong>Different notes</strong></th>
</tr>
</thead>
</table>
| **Cultural Circle** | *Mu Rwanda, iyo bayobora umuntu ntibagaragaza neza aho ashaka kugera.*  
*Bamuyobora* hadi y’aho ushaka kujya ahantu hahurira abantu benshi nko ku mashuri, isoko, urusengero, ibitaro...noneho yahagera akaba agomba kongera kubaza ahageze.*  
Mu Rwanda iyo abantu batanga amerekezo ntibita ku merekezo ane y’ingenzi (North, South, East or West) rimwe na rimwe birajjisha.  
Urugero : umuntu uri i musanze ashobora kuvuga ati ngiye ruguru hariya i kigali, niyo kigali yaba iri mu majyepfo ya musanze.  
*In Rwanda, when people are giving directions, they don’t specify the place one wants to reach. They give the person asking directions a general location or public places like school, market, church, hospital... near the destination, and then the person has to ask again when they arrive there.*  
*In Rwanda, when people give directions they don’t consider navigation points (North, South, East or West).*  
*Example: One who is in Musanze can say, I am going up there to Kigali even if Kigali is in the south of Musanze.* |
| **Medical Corner** | Kugirango umuntu agusubize neza ikibazo umubajiye kimwe n’amerekezo, |
In order to get right information from someone you have to greet him first. After greeting think about hygiene and wash your hand before eating.

When asking directions you have to be careful, because some people may mislead you in order to follow you and steal your things (money, camera, iPod, phone...) especially in town.

As a teacher or some one who works in the health domain, don’t hesitate to ask direction for public places like school, hospital, church, market,...because it’s easily found in Rwanda. But for individual places, like one’s home, people hesitate and give general location.

**II. EXPLOITATION**

**2.1. Vocabulary:** Words referring to directions / *Amagambo ajiyanye n’ibyerekezo*

<table>
<thead>
<tr>
<th><strong>Kinyarwanda</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuzamuka</td>
<td>___________________________</td>
</tr>
<tr>
<td>Gukata</td>
<td>___________________________</td>
</tr>
<tr>
<td>Gutambika</td>
<td>___________________________</td>
</tr>
<tr>
<td>Amajyaruguru</td>
<td>___________________________</td>
</tr>
<tr>
<td>Amajyepfo</td>
<td>___________________________</td>
</tr>
<tr>
<td>Iburasirazuba</td>
<td>___________________________</td>
</tr>
<tr>
<td>Iburengerazuba</td>
<td>___________________________</td>
</tr>
</tbody>
</table>
II.2. Grammar: The conditional / Ikigombero

II.2.1. Situation
- Mfite amafaranga, nagura imodoka.
- Nufata imiti neza, uzakira.
- Nukora neza, uzashimwa.

II.2.2. Analysis
In all these sentences there is a condition that is being expressed and thus, the verbs used have been put into conditional form. (Exciting huh?)
-----The conditional expresses something that has to happen if the condition is fulfilled. -----

Note:
The present and past tense in the conditional are pronounced with stress; this is what distinguishes it from the normal present tenses.

II.2.3. Examples
- Nimukunda Ikinyarwanda, muzakimenya vuba.
  
  *If you like Kinyarwanda language, you will learn it quickly. (Questionable...)*

- Ugiye kwa muganga, wakira.
  
  *If you go to the hospital, you can get well.*

- Iyo dufite igihe, tubikora neza.
  
  *When we take time, we do things well.*

- Iyaba wamenyaga(wari uzi) uko ngukunda, ntiwari kuvuga utyo.
  
  *If you knew how much I love you, you wouldn’t talk like that.*

- Iyo nishimye, ndaseka.
  
  *When I’m happy, I laugh.*

- Dukarabye amazi akonje, twaruhuka.
  
  *When we take a cold bath, we relax.*
II.2.4. Rules/Structures

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>verb marker + the root + ye / verb marker + a + the root + a &lt;br&gt;u + ryam + ye,  u + a + sinzir + a</td>
</tr>
<tr>
<td>2.</td>
<td>Iyo + verb marker + the root + ye / verb marker + ra + the root + a &lt;br&gt;Iyo u + ryam + ye,  u + ra +sinzir-a</td>
</tr>
<tr>
<td>3.</td>
<td>Ni + verb marker + the root + a / future &lt;br&gt;Ni u + ryam + a ,  uzasinzira / urasinzira (when it is the same day)</td>
</tr>
<tr>
<td>4.</td>
<td>Iyaba + past / kuba ( in past) + infinitive &lt;br&gt;Iyaba + u + a + ryam + ye / wari gusinzira</td>
</tr>
</tbody>
</table>

II.3. LINGUISTIC FUNCTIONS:
Asking for directions and giving directions / Kuyoboza no kuyobora

II.3.1. Situation

A: Mwanyeretse inziray’ubusamo igera kuri muze y’u Rwanda?

B: Zamuka, nugera mu muhanda wa kaburimbo uhite ukata iburyo, ukomeze inzira imwe nugera ku mashuri ukate iburyo bwawe. Noneho wambuke umuhanda urayibona imbere yawe.

A: Murakoze cyane. Mwe mutuye he?

B: Ntuye mu mujyi za Nyamirambo.

II.3.2. Analysis
In this dialog, the speaker A is asking the direction to the national Museum of Rwanda. For this purpose they use the word “mwanyeretse”.

The speaker B also is giving direction to the national museum of Rwanda using the following words: Go straight up, turn right, turn your right, cross the road, in front of you...

II.3.3. Different expressions used to ask directions:
These are other ways used for asking directions:
- Mushobora kunyereka inzira ijya
- Mushobora kunyobora
- Iyi niyo nzira ijya
- Ni gute umuntu yagera
- Mwanyeretse inzira ijya
II.3.4. Examples

1. Mushobra kunyereka inzira ijya ku murenge wa Ngoma? / Would you mind showing me the way to Ngoma Sector?

2. Mushobra kunyobora ku murenge wa Ngoma? / Can you lead me to the Ngoma sector?

3. Iyo niyo nzira ijya ku murenge wa Ngoma? / Is this the way to the Ngoma sector?

4. Mwanyereka inzira ijya ku murenge wa Ngoma? / Can you show me the way to the Ngoma sector?

III. PRACTICE

III.1. Town map:
Using expressions used to ask for directions and give directions look at the drawing and give instructions to get to the indicated places from the Training Centre. Please write down those instructions.
1. Akarere ka Huye
2. Theatre de verdure
3. Iposita
4. Gereza ya Karubanda
5. Escale du Sud
6. BCR
7. Mu mujyi
8. Centre de Matyazo

III.2. Fill in the blanks: Fill in the blanks with the correct form of the verbs in brackets.
1. Iyo ujya kwa muganga,___________________(gukira).
2. Iyaba____________(kumenya) ibiciro____________(kuzana) amafaranga ahagije.
3. ____________ (kwiga) neza ,uzatsinda.
4. ________________ (kugira) ikibazo, wampamagara.
5. Ningutumira,______________________________ (kuza).

III.3. Translation: Translate the following dialogue into Kinyarwanda.

A: Can you show me the way to Huye district please?
B: Go straight up to the bus station, turn right and continue straight till you find a house on your right which says "AKAREC KA HUYE".
A: Is the Huye District Office located just opposite BCR?
B: Yes, but you reach the Huye District Office before you arrive at BCR.
A: ______________________________________________________
B: ______________________________________________________
A: ______________________________________________________
B: ______________________________________________________

IV. LINK TO THE HOST COMMUNITY
Greet various people in the community and ask them how to reach the suggested places in Nyanza:

- Hospital
- Transportation agency
- Prison
- Market
- Ku iposita

Be prepared to report on these conversations in your next language class.
V. SELF EVALUATION
Trainee’s name: __________________________class __________

How did you perform this competency? This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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## USEFUL VOCABULARY AND EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uba hehe?</td>
<td>Where do you live?</td>
</tr>
<tr>
<td>Ntuye hakurya hariya</td>
<td>I live over there</td>
</tr>
<tr>
<td>Ni gute nagera mu mugi ?</td>
<td>How can I arrive in town ?</td>
</tr>
<tr>
<td>Uragana hehe?</td>
<td>Where are you going?</td>
</tr>
<tr>
<td>Ngiye hepfiriya</td>
<td>I'm going down there</td>
</tr>
<tr>
<td>Mushobora kundangira umuhanda ?</td>
<td>Can you indicate to me the road...?</td>
</tr>
<tr>
<td>Mushobora kunyobora inzira iyya</td>
<td>Can you indicate me to the way to go to</td>
</tr>
<tr>
<td>Muraca/muranyura muri iyi nzira ?</td>
<td>Do you go by this way... ?</td>
</tr>
<tr>
<td>Tunyurane mu rugo?</td>
<td>Can we pass home together?</td>
</tr>
<tr>
<td>Atuye ibutamoso bwange</td>
<td>He doesn't live in my direction</td>
</tr>
<tr>
<td>Iyi niyo nzira iyya...?</td>
<td>This is the way going to...?</td>
</tr>
<tr>
<td>Tuzamukane</td>
<td>Let's go up together</td>
</tr>
<tr>
<td>Ntegereje umuntu gato</td>
<td>I'm waiting for some one a little bit</td>
</tr>
<tr>
<td>Mutuye mu kihe gice cya Amerika?</td>
<td>In which area do you live in America?</td>
</tr>
<tr>
<td>Iyo utaha uca hehe?</td>
<td>Where do you pass when you go back home?</td>
</tr>
<tr>
<td>Manukana hano</td>
<td>I go down by her</td>
</tr>
<tr>
<td>Inzira ica aha?</td>
<td>Is this the way?</td>
</tr>
<tr>
<td>Tambikana aha</td>
<td>Go straight here</td>
</tr>
</tbody>
</table>
Topic # 22: Kuranga ahantu no kuhasobanura / Kuyoboza
Situate geographically a place and describe it/ Orientation

**LEARNING OBJECTIVES FROM KSAs**

1. Tell someone else in Kinyarwanda where your home is.
   Kubwira undi mu Kinyarwanda aho inzu ubamo iri.

2. Describe a public place to someone else in Kinyarwanda.
   Gusobanurira umuntu ahantu hahurira abantu benshi mu Kinyarwanda.

3. Give information about provinces in Rwanda using appropriate structures in Kinyarwanda.
   Gutanga amakuru ku ntara z’u Rwanda ukoresheje imvugo ikwiriye mu Kinyarwanda.
1. MOTIVATION
1.1. Dialog/Scenario

Jennifer, umusitajiyeri, amaze kumenya ko azakorera mu karere ka Karongi umufasilitateri GASHAKAMBA Akomokamo, yaramwegereye amusaba amakuru yaho.

After knowing that she will work in Karongi District where GASHAKAMBA, a trainer, comes from; JENNIFER, a PCT, went to ask him for some information.

Jennifer: Bite Gashaka?
Gashakamba: Ni byiza
Jennifer: Uziko nzakorera mu karere kanyu mu ivuriro rya Rubengera?
Gashakamba: Wabimenye ute?
Jennifer: BIBA niwe wabimbwiye.
Gashakamba: Yahakubwiye gute?
Gashakamba: Ibyo yakubwiye nibyo koko, usibye ko hakonja kandi hahora akayaga keza kubera ikiyaga cya Kivu. Harakunzwe cyane kubera amahoteri yaho ndetse haboneka ibiribwa by'amoko menshi.
Jennifer: Urakoze cyane wirirwe
Gashakamba: Wirirwe naye.
## I.2. Different Corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural circle</strong></td>
</tr>
<tr>
<td>Abanyarwanda ntibakunze kuranga ahantu bakoresheje amerekezo ya busole. <strong>Rwandans don’t orient places using cardinal points.</strong></td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
</tbody>
</table>

*In Rwanda, malaria is commonly found in the East (Umutara). It is hot there with are many mosquitoes. It’s necessary to sleep in a mosquito net. Malaria is frequent in the sun season and rain season.* |
| **Safety and Security Square** |
| Si byiza kurangira umuntu utizeye cyangwa utazi neza aho utuye. **It’s not safe to tell someone you don’t trust or you don’t know, well where you live.** |
| **Tech Corner** |
| Abanyeshuri n’abandi bantu bizera ko mwarimu aba azi ibice byinshi by’igihugu. **Students and other people expect the teacher to know many parts of the country.** |
| **Language tips** |
| Hariya hirya / *Over there*  
Hariya haruguru / *Up there*  
Hariya hepo / *Down there*  
Rimwe na rimwe bikoreshwa iyo umuntu adashaka kugaragaza neza ahantu.  
Sometimes they are used when people do not want to say the specific place. |
II. EXPLOITATION

II.1. VOCABULARY: Cardinal directions and public places

Amerekezo y’ahantu n’ahantu hahurira abantu benshi.

II.1.1. Context: Cardinal Directions

Jennifer azakorera mu ntara y’uburengerazuba hafi ya Kongo. Akunda gutemberera ku kiyaga cya Kivu.

II.1.1.2. Explanation

The underlined word in this sentence is one of the cardinal points in Kinyarwanda.

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amajyaruguru</td>
<td></td>
</tr>
<tr>
<td>Uburengerazuba</td>
<td></td>
</tr>
<tr>
<td>Amajyepfo</td>
<td></td>
</tr>
<tr>
<td>Iburasirazuba</td>
<td></td>
</tr>
</tbody>
</table>

II.1.1.3. From main cardinal directions, you can get other directions like...

Amajyaruguru y’uburengerazuba, amajyepfo y’uburasirazuba...

II.1.2. Public places / Ahantu hahurira abantu benshi

II.1.2.1. Context

Mu byaro, abantu bakunda umunsi w’isoko kuko ariho bahurira bakahafata n’agacupa

II.1.2.3. Other public places

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuri sitade</td>
<td></td>
</tr>
<tr>
<td>Mu nzu mberabyombi</td>
<td></td>
</tr>
<tr>
<td>Muri gare</td>
<td></td>
</tr>
<tr>
<td>Mu busitani rusange</td>
<td></td>
</tr>
<tr>
<td>Muri resitora</td>
<td></td>
</tr>
<tr>
<td>Mu tubari</td>
<td></td>
</tr>
</tbody>
</table>
II.2. GRAMMAR: Words expressing places / Amagambo aranga ahantu

II.2.1. Context
Kalisa atuye ku Karubanda, inzu ye iri inyuma ya Gereza, imbere yayo hari umuhanda ujya i Kigali.

II.2.2. Explanation
In Kinyarwanda language, we have three prepositions: ku, mu, and i. these are unchangeable words.

Examples:
Ku muhanda habaye impanuka.
Mu ishuri ryacu hari abanyeshuri benshi.
I Kigali haba amazu meza.

II.2.3. Other words expressing places:
- hagati ya
- hejuru ya
- munsi ya
- hepfo ya
- haruguru ya
- imbere ya
- inyuma ya
- ibumoso bwa
- iburyo bwa
- hafi ya
- kure ya

Ingero:
- Gahima atuye hafi ya Nyanza Heritage Hotel.
- Christina yicaye ibumoso bwa Edson.
- Ikaramu ya Tom yaguye munsi y’ameza.
II.3. LINGUISTIC FUNCTIONS: Situating and describing a place / Kuranga no gusobanura ahantu

II.3.1. Context

Mu Kinigi ni mu majyaruguru y’u Rwanda, harakonja cyane. Ni hafi y’ibirunga kandi haboneka ingagi.

The underlined words in this statement are some of the expressions used to situate and Describe a place.

II.3.2. Other ways of situating and/or describing a place.

(Ishyamba) _rya (the name of the place to describe/locate) ______________ riri mu (direction in relation to another known place) ______________ bwa (that place).

III. PRACTICE

III.1. Translation & Puzzle:

Translate these words in Kinyarwanda and fill them in the puzzle as needed

Mushyire aya magambo mu kinyarwanda, hanyuma muyuzurishe mu mbonerahamwe.

<table>
<thead>
<tr>
<th>Down</th>
<th>10. North</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In front of</td>
<td></td>
</tr>
<tr>
<td>2. On the left</td>
<td></td>
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<tr>
<td>3. Under</td>
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<tr>
<td>5. Between</td>
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<tr>
<td>13. South</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Across</th>
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<th>1</th>
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</tr>
</tbody>
</table>
Pair Work: Sit in pairs A and B, and complete words in the puzzle with missing letters
- Group A: Across word
- Group B: Down word

Example:
- In front of: imbere

III.2. Fill in the blanks
Complete this dialog / Uzuza iki kiganiro

A: Waturutse he?
B: Naturutse i Kaliforuniya
A: Kaliforuniya iherereye he?
B: Kaliforuniya iherereye__________________
A: Mbwira muri make Kaliforuniya
B: Kaliforuniya ni Leta____________________
A: Haboneka iki?
B: Bahinga________hara_________________

III.3. Sentence making
Make sentences with these words: huruguru ya, munsyi ya, inyuma ya, ku, mu, i, iruhende rwa, iburyo bwa, iburyo bwa

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IV. LINK TO THE HOST COMMUNITY

Go and ask LCF Musengayire and Felicien to situate geographically and describe the regions they come from and what things these regions are known for.

Ask them the following questions:

- The name of the region they come from.
- The name of their Districts.
- The language mostly spoken there.
- The nearest river.
- The most widespread plantation of that region.

*Mujye kubaza LCFs Musengayire na Gerardine bakomoka aho bakomoka n’ibihaboneka.*

*Mubabaze ibi bikurikira:*

- *Izina ry’aho akomoka*
- *Izina ry’akarere*
- *Ururimi ruhavugwa*
- *Umugezi uhegereye*
- *Igihingwa kihiganje*
VI. SELF-EVALUATION

How did you perform this competency?

This table serves as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

| I cannot yet perform | I perform minimally | I perform adequately | I perform well |

I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
**VOCABULARY AND USEFUL EXPRESSIONS**

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amajyaruguru</td>
<td>North</td>
</tr>
<tr>
<td>Amajyepfo</td>
<td>South</td>
</tr>
<tr>
<td>Iburasirazuba</td>
<td>East</td>
</tr>
<tr>
<td>Uburengerazuba</td>
<td>West</td>
</tr>
<tr>
<td>Isoko</td>
<td>Market</td>
</tr>
<tr>
<td>Sitade</td>
<td>Stadium</td>
</tr>
<tr>
<td>Inzu mberabyombi</td>
<td>Recreation house</td>
</tr>
<tr>
<td>Gare</td>
<td>Main park</td>
</tr>
<tr>
<td>Ubusitani rusange</td>
<td>Public garden</td>
</tr>
<tr>
<td>Resitora</td>
<td>Restaurant</td>
</tr>
<tr>
<td>Hagati ya</td>
<td>In the middle of/ between</td>
</tr>
<tr>
<td>Hejuru ya</td>
<td>On/up/above</td>
</tr>
<tr>
<td>Munsi ya</td>
<td>Under/down</td>
</tr>
<tr>
<td>Hepfo ya</td>
<td>Down</td>
</tr>
<tr>
<td>Haruguru ya</td>
<td>Up</td>
</tr>
<tr>
<td>Imbere ya</td>
<td>In front of</td>
</tr>
<tr>
<td>Inyuma ya</td>
<td>Behind</td>
</tr>
<tr>
<td>Ibumoso bwa</td>
<td>On the left of</td>
</tr>
<tr>
<td>Iburyo bwa</td>
<td>On the right of</td>
</tr>
<tr>
<td>Hafi ya</td>
<td>Near</td>
</tr>
<tr>
<td>Kure ya</td>
<td>Far from</td>
</tr>
</tbody>
</table>
Topic # 23: Kubaza ibyerekeye gutwara abantu n’ibintu mu Rwanda/
Kuyobora gutwara abantu n’ibintu n’ibihe.
Inquire about transport possibilities and conditions in Rwanda.
Orientation, means of transportation and seasons.

**LEARNING OBJECTIVES FROM KSAs**

1. **Identify different public places in Kinyarwanda**
   Kuvuga mu Kinyarwanda ahantu hatandukanye hahurira abantu benshi

2. **Ask for direction to someone in Kinyarwanda**
   Kuyoboza umuntu Kinyarwanda

3. **Give direction to someone using Kinyarwanda**
   Kuyobora umuntu mu Kinyarwanda

4. **Refuse politely to give direction using Kinyarwanda**
   Kwanga kuyobora umuntu mu kinyabupfura ukoresheje i Kinyarwanda
I. MOTIVATION

I.1. DIALOG

Scenario

Abakorerabushake ba Peace Corps bamaze guhabwa uturere tw’ubuzima bazakoreramo, Sonia umwe muri bo, ahamagara Kabera , umuyobozi w’akarere k’ubuzima ka Nyaruguru aho azakorera , amubaza uko azahagera.

After PCVs have been told the health districts where they will be allocated to, Sonia, one of them, calls Karemera, the Director of Nyaruguru Health District where she will work and asks him how to reach there.

Sonia: Allo! muraho! Nitwa Sonia, ndi umukorerabushake wa Peace Corps mu Rwanda ugomba gukorera mu Rwanda.

Kabera: Aah! Ni wowe uzakora mu bijyanye n’isuku ?


Kabera: Uzatege imodoka ikugeze i Butare, nuhagera uzaviremo muri gare, hanyuma utege bisi ya ONATRACOM ikugeze i Kibeho. Nugera i Kibeho uzakora urugendo rw’iminota nka makumyabiri n’amaguru ugere ku ivuriro.

Sonia: Ese nta modoka iva i Kigali ijya i Kibeho?

Kabera: Irahari ariko ikora kuwa gatandatu gusa.

Sonia: Bisi ya Butare – Kibeho ihaguruka saa ngahe?

Kabera: Ihaguruka saa tanu. Uzakore uko ushoboye uhagere kare kandi umenye ko abantu bagenda baruka muri bisi.

Sonia: Imitwaro bayishyuza angahe?


Sonia: Murakoze umunsi mwiza.
I.1.3. Different Corners

<table>
<thead>
<tr>
<th><strong>Different notes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultural circle</strong></td>
</tr>
<tr>
<td>Mu muco nyarwanda, iyo umuntu ayoboza birinda kumuca intege, bakamubwira ngo ni iminota mike n’iyo haba hari urugendo rurerure. <em>In Rwandan culture, when a person is asking for direction, they tell him that it’s very near even if it’s a very long distance in order not to discourage him/her.</em></td>
</tr>
<tr>
<td><strong>Medical Corner</strong></td>
</tr>
<tr>
<td>Ushobora kwandurira indwara mu modoka zitwara abagenzi. Abantu bamwe baruka mu modoka. Mwiride indwara zishobora kwandurira mu modoka. <em>You can contract diseases in common transport buses. Some people have car sick, be prepared to protect yourself against eventual transferable diseases.</em></td>
</tr>
<tr>
<td><strong>Safety and Security Square</strong></td>
</tr>
<tr>
<td>Ntimwibagirwe kwambara umukandara igihe muri mu modoka cyane cyane iyo wicaye mu mwanya w’imbere. <em>Don’t forget to put on the safety belt when you are in a car especially when you keep the front seat.</em></td>
</tr>
<tr>
<td>Mucunge neza ibintu byanyu mu modoka. Abajura bakora mu mifuko bashobora kubiba mutitonze. <em>Be careful for your stuff in the car. Sometimes, pickpockets can steal your stuff if you are not careful.</em></td>
</tr>
<tr>
<td>Mwibuke kubwira komvayeri aho muviramo. <em>Remember to tell the conduct at which stage you are getting off.</em></td>
</tr>
<tr>
<td><strong>Tech Corner</strong></td>
</tr>
<tr>
<td>Bisi za express ni nziza kandi zigendera ku gihe. Zifasha kugerera ku gihe ku kazi. <em>Express buses are better and more punctual. They help to get at work on time.</em></td>
</tr>
<tr>
<td><strong>Language tips</strong></td>
</tr>
<tr>
<td>Gutera ibiro/ indabo mu modoka: <em>To vomit in a car</em></td>
</tr>
</tbody>
</table>

II. EXPLOITATION

II.1. VOCABULARY: Means of transportation / *Ibintu bikoreshwa mu gutwara abantu*

II.1.1. Context

Abantu bado fite amafaranga bagenda n’amaguru bikoreye ibintu byabo ku mutwe kuko kugenda n’imodoka bihenda. *People who haven’t much money prefer to walk carrying their loads on head because taking a bus or a taxi is expensive.*
II.1.2. Explanation

The underlined words in the above text are some of transport means we find in Rwanda. Other transport possibilities in Rwanda follow:

A. Transport of persons / Gutwara abantu

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amaguru</td>
<td>Kugenda n’amaguru</td>
</tr>
<tr>
<td>Igare</td>
<td>Kugenda n’igare</td>
</tr>
<tr>
<td>Moto</td>
<td>Kugenda na moto</td>
</tr>
<tr>
<td>Imodoka</td>
<td>Kugenda n’ imodoka</td>
</tr>
<tr>
<td>Ingobyi</td>
<td>Guheka umurwayi</td>
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<tr>
<td>Umugongo</td>
<td>Guheka umwana</td>
</tr>
</tbody>
</table>

A. Transport of things /Gutwara ibintu

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umutwe</td>
<td>kwikorera ku mutwe</td>
</tr>
<tr>
<td>Igare</td>
<td>gutwara ku igare</td>
</tr>
<tr>
<td>Moto</td>
<td>gutwara kuri moto</td>
</tr>
<tr>
<td>Imodoka</td>
<td>gutwara mu modoka</td>
</tr>
<tr>
<td>Ingorofani</td>
<td>gutwara ku ngorofani</td>
</tr>
<tr>
<td>Ubwato</td>
<td>Gutwara mu bwato</td>
</tr>
</tbody>
</table>

II.1.3. Andi magambo

Isuku

Umuhanda

Ivuriro
II.2. Grammar: Direct/Indirect speech / Imvugo iziguye n’imvugo itaziguye.

II.2.1. Situation

Sonia abwira Kabera ati: «Sinzi uko nzagera ku ivuriro ryo ku Munini»
Kabera arasubiza ati: «Tega imodoka nugera i Butare umpamagare»

Sonia told Kabera: «I don’t know how I will get at Munini Hospital ”
Kabera told him: «Take a bus and call me when you reach Butare”

II.2.2. Analysis

The above sentences are in direct speech

Characteristics of direct speech

1. Co-verb  
   tì: nti
   Uti
   Atì
   Tutì
   Mutì
   Batì

2. punctuation: ; and “ ”

II.2.3. How to change direct speech into indirect speech

Here are examples of how to change direct speech into indirect speech in Kinyarwanda:

1. Sonia abwira Kabera ati: «sinzi uko nzagera ku ivuriro ryo ku Munini»
   Sonia abwira Kabera ko atazi uko azagera ku Munini.

2. Yezu aravuga ati: «ninjye nzira,ukuri n,ubugingo»
   Yezuvuga ko ariwe nzira,ukuri n’ubugingo.

3. Kabera yaramubwiye ati: «Tega imodoka ikugeze i Butare nuhagera umpamagare»
   Kabera yaramubwiye ngo natege imodoka imugeze i Butare nahagera amuhamagare.

4. Laurent abwira Claire ati: «zana impapuro»
   Laurent abwira Claire kuzana impapuro
   Laurent abwira Claire ngo nazane impapuro.

4. Mwarimu aravuga ati: «jya mu ishuri»
   Mwarimu aravuga ngo najye mu ishuri.

5. Nzje na Thomas tubaza Sonia tuti : «kuki utaje kwiga ? »
   Nzje na Thomas tubaza Sonia impamvu ataje kwiga.
   *Emma abaza Kate* _igihe bazazira._

   *Bryna abaza John* _niba afite amafaranga._

   *Mubaze Kassim* _niba yabonye ibitabo._

   *Nahuye na Gerardine mubaza aho avuye._

10. *Louise abaza Rebecca ati: «mwariye iki? »*
    *Louise abaza Rebecca* _icyo bariye._

**Rule:** when changing direct speech into indirect speech:

1. The co-verb _ti_ and the punctuation: and « » don’t appear in the sentence.
2. The first person changes into the third person.
3. The imperative changes into subjunctive or infinitive.
4. The words _ko_ and _ngo_ are used as conjunctions but _Ngo_ is used when the direct speech in imperative.
5. Interrogative words change like this:
   - kuki__________? → _Impamvu_
   - _______ryari? → _Igihe_
   - _______hehe? → _aho_
   - Ese________? → _niba_
   - ____? → _niba_
   - _____iki? → _Icyo_

**II.3. LINGUISTIC FUNCTIONS**
**Asking about transport possibilities / Kubaza ibyerekeye ingendo.**

**II.3.1. Context**

*A: Ugiye hehe muri iki gitondo?*
*B: Ngiye mu cyaro.
*A: Uragenda n’iki?*
*B: Ndagenda na bisi ya ONATRACOM niyo idahenda.
*A : Ihaguruka ryari ?*
*B : Ihaguruka saa tanu.
*A: Irageryo gihe ki?*
*B: Ni nka saa cyenda.
*A : Bishyuza angahe ?*
*B : Igihumbi gusa._
II.3.2. Explanation

In this dialog, the speaker A is inquiring about transport means. The words he uses like “uragenda n’iki?” or “bishyuza angahe?” are typical in this circumstance.

Here is a table showing common transportation means in Rwanda, their strengths and their weaknesses.

II.3.3. Advantages and disadvantages of transport means found in Rwanda

<table>
<thead>
<tr>
<th>Transport means</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONATRACOM buses</td>
<td>Lower prices</td>
<td>Overcrowding</td>
</tr>
<tr>
<td></td>
<td>Reach remote areas (rural areas) where roads are worse.</td>
<td>Less comfortable</td>
</tr>
<tr>
<td>Ordinary taxis</td>
<td>You can bargain (prices are discussed)</td>
<td>Prices are not stable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Waste of time because of incessant stops overcrowding</td>
</tr>
<tr>
<td>Travel agencies’ buses</td>
<td>Regularity speed</td>
<td>Prices are fixed disregarding the distance you travel</td>
</tr>
</tbody>
</table>

III. PRACTICE

III.1. Matching: Match the following things with their appropriate functions in transport

A                        B
Imodoka                   Guheka umurwayi
Igare                     Gutwara abantu n’ibintu
Moto                      Guheka umwana
Ingobyi                   Kugenda n’amaguru
Amaguru                   Gutwara ibintu
Ingorofani                
Umugongo                  
Umutwe                    

III.2.: Change the direct speech in indirect speech

Alicia abaza Tricia ati: «amasomo arangira ryari? »

Tricia asubiza Alicia ati: «amasomo arangira nimugoroba»

Katheleen aravuga ati: «zana igitabo dusome»
Laurent abaza abasitajiyeri ati: «murashaka kumenya ikinyarwanda? »

Jennifer abaza Emma ati : «mwariye iki ? »

Emma aramusubiza ati: «twariye imyumbati n’ibishyimbo»

Mwarimu abaza Logan ati : «kuki wakererewe ? »

Mandy Eskelson arasubiza ati: «Nabanje kujya kwa muganga»

Assinath aravuga ati : «zana ibiryo»

Louise abaza Rebecca ati: «wize iki? »

Nahuye na Mary ndamubaza nti: «ugiye hehe? »

Kabera abaza Sonia ati: «uzaza ryari? »

John abaza Chantal ati: « ese wabonye amafaranga? »

Mubaze abasitajiyeri muti: «mwakoze imyitozo? »

Umwana ati: «ndishimye»

III.3. Match the advantages or disadvantages with the transport means

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>- kugendera ku gihe</td>
<td>Bisi za ONATRACOM</td>
</tr>
<tr>
<td>- Kwihuta</td>
<td></td>
</tr>
<tr>
<td>- umutuzo</td>
<td></td>
</tr>
<tr>
<td>- amafaranga make</td>
<td>Bisi za agance z’ingendo</td>
</tr>
<tr>
<td>- gukora mu mihanda mibi y’icyaro</td>
<td></td>
</tr>
<tr>
<td>- guciririkanya ku kiguzi cy’urugendo</td>
<td></td>
</tr>
<tr>
<td>- guta igihe bitewe no guhagarara munzira.</td>
<td></td>
</tr>
<tr>
<td>- umuntu ujya kure nujya hafi bishyura kimwe</td>
<td>Tagisi zisanzwe</td>
</tr>
</tbody>
</table>

IV. LINK TO THE HOST COMMUNITY

Go in your resource family and ask which mean of transport they use and the prices. 

*Mujye mu miryango ( Resource families) maze mubaze uburyo bakoresha mu gukora ingendo n’ibiciro byazo.*
V. SELF EVALUATION

Trainee’s name: ______________________ class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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I have specific problem in:

- General comprehension of the text or the dialog
- Understanding vocabulary
- Grammar
- Doing exercises
### VOCABULARY AND USEFUL EXPRESSIONS

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kwikorera ku mutwe</td>
<td>To carry on the head</td>
</tr>
<tr>
<td>Igare</td>
<td>Bicycle</td>
</tr>
<tr>
<td>Gutwara igare</td>
<td>To ride a bicycle</td>
</tr>
<tr>
<td>Moto</td>
<td>Motorbike</td>
</tr>
<tr>
<td>Gutwara moto</td>
<td>To drive a motorbike</td>
</tr>
<tr>
<td>Imodoka</td>
<td>A car</td>
</tr>
<tr>
<td>Gutwara imodoka</td>
<td>To drive a car</td>
</tr>
<tr>
<td>Ingorofani</td>
<td>Wheel barrow</td>
</tr>
<tr>
<td>Ubwato</td>
<td>boat</td>
</tr>
<tr>
<td>Umuhanda</td>
<td>Road</td>
</tr>
<tr>
<td>Inzira</td>
<td>Path</td>
</tr>
<tr>
<td>Umutwaro</td>
<td>Luggage</td>
</tr>
<tr>
<td>Imizigo</td>
<td>Luggage</td>
</tr>
<tr>
<td>Ndavamo hano</td>
<td>I get off here</td>
</tr>
<tr>
<td>Ndasigara</td>
<td>I get off / I stay</td>
</tr>
<tr>
<td>Ndaviramo inyanza</td>
<td>I get off at Nyanza</td>
</tr>
<tr>
<td>Ngarurira</td>
<td>Give me balance</td>
</tr>
</tbody>
</table>
TOPIC # 24: Identify and describe activities related to the seasons in Rwanda/ Orientation to means of transportation and season.
Kugaragaza no gusobamura ibikorwa bijyanye n’ibihe mu Rwanda.
Kuyobora, gutwara abantu n’ibintu n’ibihe.

LEARNING OBJECTIVES FROM KSAs

1. Describe in Kinyarwanda weather in different places.
   Gusobanura mu Kinyarwanda uko ibihe byifashe mu bice bitandukanye.

2. Explain in Kinyarwanda different activities related to the day.
   Gusobanura mu Kinyarwanda ibikorwa bitangukanye by’umunsi.

3. Name in Kinyarwanda different seasons in Rwanda.
   Kuvuga mu Kinyarwanda ibihe bitandukanye mu Rwanda.

4. Name common seasons related diseases in Kinyarwanda.
   Kuvuga mu Kinyarwanda indwara ziboneka kubera ibihe.
I. MOTIVATION

I.1. Text

Scenario
Umwandiko uvuga ku munyarwanda usobanurira umekorerabushake wa Peace Corps ibihe byo mu Rwanda n’imirimo rusange ikorwa muri ibyo bihe.

*The text is about a Rwandan who is describing events related to the seasons in Rwanda to a PCV*


II.2. Ibibazo ku mwandiko / *Questions about the text: Q&A*

1. Mu Rwanda haba ibihe bingahe?
2. Ni ibihe?

3. Ni ryari hagwa imvura nyinshi mu Rwanda?

4. Ni ryari hava izuba ryinshi in Rwanda?

5. Ni ryari Malariya iba nyinshi mu Rwanda? / Kuki?

6. Muri Amerika haba ibihe bingahe?

7. Ni ibihe
I.1.3. Different corners

<table>
<thead>
<tr>
<th>Different notes</th>
</tr>
</thead>
</table>
| **Cultural circle** | Ibihe byo mu Rwanda byahawe amazina bafatiye ku bihe by’ibirayi. Niyo mpamvu usanga bavuga ko hari ibihe 4 kimwe n’ibirayi. Ubusanzwe hari ibihe 2. Igihye cy’izuba n’igihe cy’imvura. *Seasons of Rwanda were named according to seasons in Europe. That’s why it is said that there are 4 seasons in Rwanda like in Europe. Really, there are 2 seasons: Sun season and rain season.*
| | Mu muco nyarwanda ubuhinzi buhabwa agaciro kanini kuko n’ukora indi mirimo (nk’umucuruzi, umwarimu, umuyobozi) akenshi arahinga cyangwa agahingisha. *In Rwandan culture, agriculture is very important because even those who are not farmers and who have other kinds of work (like businessmen, civil servants) often do agriculture activities themselves or participate in agricultural activities through workers.*
| | Mu Rwanda gutanga inka bigaragaza ubucuti bukomeye. Ifasha mu kubona ifumbire, amata,amavuta…. *In Rwanda, offering a cow to a friend or to a neighbour shows the deepest level of friendship. Cows are helpful for farm compost, milk, meat etc…* Mu muco nyarwanda hari imirimo yagenewe abagore n’iyagenewe abagabo. Urugero: Nta mugabo ubagara ibishyimbo. *In Rwandan culture, there are specific activities for men and others for women. Example: A man can’t weed beans…* |
| **Medical corner** | Haboneka imibu myinshi mu gihe cy’izuba. Ni byiza gukoresha inzitiramibu cyangwa gutera umumi wa insecticide buri mugoroba. Ni ngombwa kandi gururaho ibizenga by’amazi n’ibihururiki ikikijje urugo. *There are many mosquitoes in the summer. It’s important to use a mosquito net or spray insecticide every. It’s also very important to avoid stagnant water and bushes around the house.* |
| **Safe and Security square** | Byorohera abajura kumena inzugi z’amazu bakiba kuko baba bizeye ko ntawakumva induru cyangwa urusaku. *It is very easy for robbers to break into houses and steal because they assume no one will hear screams or noises.* |
| **Tech corner** | Ntugomba kwibagirwa ikoti ry’imvura n’umutaka mu gihe cy’imvura. Mu Rwanda ntibyemewe guhagarara imbere y’abanyeshuri igihye imyenda yawe itose. *Don’t forget your rain coat or umbrella in rain seasons. In Rwanda, It is not worth standing in front of students when your clothes are wet.* |
| **Language tips** | *Some words related to seasons have sexual connotations:* Imvura iragwa? *Did you have good sexual relations? Gutera: To have sex with a woman Guhunga: To womanize Umuhinzi: womanizer (aka Emmett V. Reeb Gatatu)(ask Kassim, he will explain)* |
II.1. VOCABULARY: *Seasons and activities related to them.*

II.1.1. Context

Mu gihe cy’umuhindo hagwa imvura bagatera ibishyimbo. Mu cyi abantu bakunda kurwara malariya kubera imibu myinshi, cyane cyane mu kwa karindwi.

II.1.2. Words related to seasons and activities

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seasons:</td>
<td></td>
</tr>
<tr>
<td>Umuhindo</td>
<td></td>
</tr>
<tr>
<td>Urugaryi</td>
<td></td>
</tr>
<tr>
<td>Itumba</td>
<td></td>
</tr>
<tr>
<td>Icyi</td>
<td></td>
</tr>
</tbody>
</table>

Activities related to seasons:

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gutera (2 meanings)</td>
<td></td>
</tr>
<tr>
<td>Kugwa(2meanings)</td>
<td></td>
</tr>
<tr>
<td>Kurwara</td>
<td></td>
</tr>
<tr>
<td>Guhinga</td>
<td></td>
</tr>
<tr>
<td>Gushyuha</td>
<td></td>
</tr>
</tbody>
</table>

II.1.3. Other vocabulary:

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imvura</td>
<td></td>
</tr>
<tr>
<td>Ibicurane</td>
<td></td>
</tr>
<tr>
<td>Izuba</td>
<td></td>
</tr>
<tr>
<td>Igihe (2 meanings)</td>
<td></td>
</tr>
</tbody>
</table>

II.1.4. Months in Kinyarwanda

215
**Rule:**

To form months in Kinyarwanda, use **Ukwa** + the appropriate number of the month, except for January (Ukwa mbere), November (Ukwa cumi na kumwe) and December (Ukwa cumi n’abiri).

Examples:

- Ukwa + kabiri
- Ukwa + gatatu
- Ukwa + kane
- Ukwa + gatanu
- Ukwa + karindwi
- Ukwa + kane
- Ukwa + gatandatu
- Ukwa + karindwi
- Ukwa + munani
- Ukwa + cyenda
- Ukwa + cumi
- Ukwa + cumina kumwe
- Ukwa + cumina nabiri

### Kinyarwanda × English

<table>
<thead>
<tr>
<th>Kinyarwanda</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ukwa mbere</td>
<td>__________________</td>
</tr>
<tr>
<td>2. Ukwa kabiri</td>
<td>__________________</td>
</tr>
<tr>
<td>3. Ukwa gatatu</td>
<td>__________________</td>
</tr>
<tr>
<td>4. Ukwa kane</td>
<td>__________________</td>
</tr>
<tr>
<td>5. Ukwa gatanu</td>
<td>__________________</td>
</tr>
<tr>
<td>6. Ukwa gatandatu</td>
<td>__________________</td>
</tr>
<tr>
<td>7. Ukwa karindwi</td>
<td>__________________</td>
</tr>
<tr>
<td>8. Ukwa munani</td>
<td>__________________</td>
</tr>
<tr>
<td>9. Ukwa cyenda</td>
<td>__________________</td>
</tr>
<tr>
<td>10. Ukwa cumi</td>
<td>__________________</td>
</tr>
<tr>
<td>11. Ukwa cumi na kumwe</td>
<td>__________________</td>
</tr>
<tr>
<td>12. Ukwa cumina nabiri</td>
<td>__________________</td>
</tr>
</tbody>
</table>

**II.1.5.** Another way to name months in Kinyarwanda is to refer to the weather, rain, etc...

<table>
<thead>
<tr>
<th>N°</th>
<th>Months</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ukwa mbere</td>
<td>Mutarama</td>
</tr>
<tr>
<td>2</td>
<td>Ukwa kabiri</td>
<td>Gashyantare</td>
</tr>
<tr>
<td>3</td>
<td>Ukwa gatatu</td>
<td>Werurwe</td>
</tr>
<tr>
<td>4</td>
<td>Ukwa kane</td>
<td>Mata</td>
</tr>
<tr>
<td>5</td>
<td>Ukwa gatanu</td>
<td>Gicurasi</td>
</tr>
<tr>
<td>6</td>
<td>Ukwa gatandatu</td>
<td>Kamena</td>
</tr>
<tr>
<td>7</td>
<td>Ukwa karindwi</td>
<td>Nyakanga</td>
</tr>
<tr>
<td>8</td>
<td>Ukwa munani</td>
<td>Kanama</td>
</tr>
<tr>
<td>9</td>
<td>Ukwa cyenda</td>
<td>Nzeri</td>
</tr>
<tr>
<td>10</td>
<td>Ukwa cumi</td>
<td>Ukwakira</td>
</tr>
<tr>
<td>11</td>
<td>Ukwa cumina kumwe</td>
<td>Ugushyingo</td>
</tr>
<tr>
<td>12</td>
<td>Ukwa cumina nabiri</td>
<td>Ukuboza</td>
</tr>
</tbody>
</table>
II.2. GRAMMAR: Names of colors

II.2.1. Context
Ibishyimbo bimera ari icyatsi kibisi, byakwera bikaba umuhondo cyangwa umutuku.

II.2.2. Main colors

<table>
<thead>
<tr>
<th>Color</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Umutuku</td>
<td>Ishati y’umutuku yaracitse</td>
</tr>
<tr>
<td>Umuhondo</td>
<td>Dore ikanzu y’umuhondo ikomeye</td>
</tr>
<tr>
<td>Icyatsi kibisi</td>
<td>Ingofero y’icyatsi kibisi ni ntoya</td>
</tr>
<tr>
<td>Ubururu</td>
<td>Imodoka y’ubururu yarapfuye</td>
</tr>
<tr>
<td>Umweru</td>
<td>Urupapuro rw’umweru rwacitse</td>
</tr>
<tr>
<td>Umukara</td>
<td>Inkweto z’umukara zatobotse</td>
</tr>
</tbody>
</table>

II.2.3. Verbs coming from colors

<table>
<thead>
<tr>
<th>Color</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gutukura</td>
<td>Ikaye itukura</td>
</tr>
<tr>
<td>Kwera</td>
<td>Ipantaro yera</td>
</tr>
<tr>
<td>Kwirabura</td>
<td>Ikibaho kirabura</td>
</tr>
</tbody>
</table>

Exception: For people, we don’t use umukara or umutuku; we use igikara and inzobe.

Examples:
Alphonse ni igikara.
Geraldine ni inzobe.

II.3. LINGUISTIC FUNCTIONS: Describe different activities related to seasons in Rwanda.

II.3.2. Different activities related to seasons

To describe different activities related to seasons, the same words or expressions are used:

- Buri cyumweru cya nyuma cy’ukwezi/ *Every last week of the month*
- Muri buri muhindo/ *In every light rain season*
- Mu itumba/ *In the long rain season*
- __________ rimwe mu mwaka/ *Once a year*
- Mu gihe cy’urugaryi/ *In the short sunny season*

II.3.3. Examples

Buri cyumweru cya nyuma cy’ukwezi haba umuganda.
Muri buri muhindo bahinga ibishyimbo n’ibigori.
Mu itumba babagara imyaka.
Noheri iba rimwe mu mwaka.
Mu gihe cy’urugaryi basarura ibishyimbo bakabiba amasaka.

III. PRACTICE

III.1. Fill in the blanks

_Complete these sentences using appropriate words._

- Ku muhindo___________ ibishyimbo.
- _______________babagara ibishyimbo.
- Mu cyi_______________
- Mu rugaryi___________ amasaka.
- Buri cyumweru cya nyuma cy’ukwezi haba_______________ warangira bagakora________________
- Mu cyi________________ bakira abarwayi benshi.
- Mu itumba abantu barware________________
- Mu Rwanda hari__________________ Bine.
III.2. Fill in the blanks

*Complete these sentences using months and imagination in Kinyarwanda.*

1. Noheli iba ____________________
2. Umwaka utangira________________________
3. Abastajiyeri mu rwego rw’uburezi bageze mu Rwanda _____________________
4. Barrack Obama yatowe ___________________ ariko yatangiye kuyobora___________
5. Umunsi mpuzamahanga w’abakozi uba___________________

III.3. Replacing

*Replace the underlined words with an appropriate verb of color.*

1. Nabonye umugore ufite igitenge cy’umutuku ______________ n’inkweto z’umweru ____________
2. Nkomeje akunda imyenda y’umukara __________ n’inkweto z’umweru
3. Gashakamba ni umutuku __________
4. Mukansanga ni umukara ariko Gahongayire ni umutuku ______________

III.4. Translation

*Translate into Kinyarwanda*

1) I harvest beans twice a year.

____________________________________________________________

2) They eat potatoes every day.

____________________________________________________________

3) I saw a white car and a black bicycle.

____________________________________________________________

4) It doesn’t rain every season like the sun doesn’t shine all the time.

____________________________________________________________

5) My cow is black but yours is red.

____________________________________________________________
6) You have to buy black shoes.

7) We go there every last week of the month.

8) We sometimes play with our coach.

9) During the sunny season, hospitals receive many people suffering from malaria.

10) They always plant big potatoes when it rains.

IV. LINK TO THE HOST COMMUNITY

Go to indicated people and ask them about general or common activities related to seasons in Rwanda. Take advantage of this task to describe the activities you prefer during special seasons in America. Everybody should bring a small text on the theme of activities and seasons for your next class.

*Mujye kureba abantu mwoherejweho mubabaze ku bikorwa rusange bijyanye n’ibihe mu Rwanda maze namwe mubabwire ku bihe by’iwanyu muri Amerika mukunda kurusha ibindi. Buri wese agomba kuzazana akandiko kuri ibyo bikorwa yabwiwe mu isomo ry’ubutaha.*
V. SELF EVALUATION

Trainee’s name: __________________ class __________

How did you perform this competency?

This table as a self-assessment checklist for you to monitor your own learning in order to be an active independent language learner. After you complete a lesson, just put a tick to each category that you feel best describe your performance. If you still are uncomfortable with that lesson, please take time to brush it up with the LCF or study from the lesson chapter again.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Umuhindo</td>
<td>Short rain season</td>
</tr>
<tr>
<td>Itumba</td>
<td>Long rain season</td>
</tr>
<tr>
<td>Urugaryi</td>
<td>Short sun season</td>
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<tr>
<td>Icyi</td>
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<tr>
<td>Kurwara</td>
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<tr>
<td>Gutera</td>
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<tr>
<td>Kugwa</td>
<td>Fall / rain</td>
</tr>
<tr>
<td>Guhinga</td>
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<tr>
<td>Gushyuha</td>
<td>Get hot</td>
</tr>
<tr>
<td>Gukonja</td>
<td>To get cold</td>
</tr>
<tr>
<td>Ibicurane</td>
<td>Running nose</td>
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<tr>
<td>Igihe</td>
<td>Time</td>
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<tr>
<td>Imibu</td>
<td>Mosquitoes</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>Jmvura</td>
<td>Rain</td>
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<tr>
<td>Kugira icyocere</td>
<td>To get hot</td>
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