

Problem-Posing ESL for Migrant Farm Workers in Vermont

Inglés para Explorar Problemas de los Trabajadores Agrícolas Migrantes en Vermont

Brendan O'Neill
VT Migrant Education Program Tutor
boneill@riseup.net
802-825-1609

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Introduction to Problem-Posing ESL for Migrant Farm Workers in Vermont

After just a short time teaching ESL to Latino migrant farm workers on dairy farms in Addison County with the VT Migrant Education Program I saw the need for ESL materials that were more directly relevant to workers' life experiences and day-to-day problems. Additionally, I quickly discovered that a trailer on the farm is not a classroom nor should we pretend it ever would be. Thus, ESL materials and methods that attempt to manufacture a traditional classroom or teacher-student relationship on a farm in a trailer simply ignore the context staring the educator right in the face. Furthermore, most of the Latino migrant workers that I've met share that they are 'here to work' for a short time period (1-3 years) and that they may also come back in the future. Much of the traditional ESL materials and approaches working with 'Out of School Youth' were not formulated with this important context in mind. Thus, the shortcomings and failures of traditional methods and materials led me to search for alternatives. This search led me to an ESL philosophy and accompanying methodologies called Problem-Posing ESL.

The dialogues that I share in this booklet are a direct result of my experience using Problem-Posing ESL as I continue to get to know the 40 or so Latino migrant farm workers that I've been working with in small groups since May 2008. It is my hope that this resource provides more relevant context and content in order to both teach essential English skills and explore some of the problems that the migrant farm worker community faces here in Vermont. I have consistently witnessed the many challenges stemming from workers' unique isolation and extreme dependency on others to meet every single one of their most basic needs including: access to food, health care, clothing, shelter, social relationships, religious practice, communication and transportation. Additionally, most workers have shared that their primary goal is to earn money and send it home for a variety of needs and problems at home such as to pay medical bills for a sick family member; put food on the table; put a brother or sister through school; build a new room or a new house; or just to have more money for various needs, hopes and dreams. I believe it to be essential and important to engage with these real life struggles and experiences as an educator working with migrant farm workers.

Why Problem-Posing ESL?

I designed the dialogues in this book in accordance to the philosophy and methodology called Problem-Posing ESL, which was adapted from the work of the Brazilian adult educator Paulo Freire. Freire's work developing adult literacy programs in Brazilian slums inspired an entirely new school of adult education reflected in his book The Pedagogy of the Oppressed. To simplify, one of the central ideas of Freire is that oppressed, marginalized and otherwise silenced populations hold important and potentially transformative knowledge and experiences that are not valued nor sufficiently explored in traditional educational and societal institutions. These experiences and knowledge are not valued precisely because they offer meaningful and deep insights into how oppressive power structures operate and are experienced. In Freirian education the educator is a skilled listener and facilitator of conversations and activities that draw out these life experiences and insights and intentionally engage with the problems of participants in order that participants come to value what they already know. Then, the educator organizes and facilitates a process wherein participants analyze their experiences and explore and practice how to make real changes in their own lives and society at large.

The primary tools of the Problem-Posing ESL teacher are called **codes**. Each dialogue in this booklet is a code. Codes are *realistic and relevant representations of the context and content within which students experience problems and face challenges*. I developed these codes by listening and collaborating with my students over a 9-month period. Then, I created codes *that reflect back to the students relevant and realistic life problems* in the form of dialogues. However, codes can and should also include pictures, songs, art or films. With a few exceptions the codes/dialogues in this booklet are all intended to pose some of the everyday problems and challenges that the Mexican migrant farm worker population face here in Vermont. Thus, codes pose realistic problems to students. After introducing the codes to students the educator then facilitates exercises to discuss and analyze the code. These exercises should have both language learning goals and the broader goals of problem-posing including: sharing and discussing experiences; analysis of and reflection about problems and causes of problems; and problem-solving.

The most relevant and useful Problem-Posing ESL educator resource that seems to apply to the Vermont Migrant Education Program is Language and Culture in Conflict: Problem-Posing in the ESL Classroom by Nina Wallerstein. The book is a product of a one-year state-funded grant issued in 1973 in a Spanish-speaking neighborhood in San Jose, California. The community and student population of San Jose included a significant number of Mexican migrant farm workers whose experiences informed the codes of the book. The first 40 pages of the book outline the philosophy and methodology as well as practical tips about how to use codes and facilitate Problem-Posing ESL. I suggest you read Wallerstein's book before you utilize this booklet. The remainder of her book provides carefully crafted and easily adaptable codes.

This booklet is a first step to create a beginner speaker version of Language and Culture in Conflict specifically crafted for the problems unique to migrant farm workers in Vermont. I also borrow from and adapt the approach found in the Tennessee Migrant Education Program's resources. The Tennessee MEP has produced and promoted ESL/Bilingual booklets that present:

1. English phrase or word
2. Spanish translation
3. Pronunciation of the English phrase/word written for Spanish speakers

I found that writing out the codes in this format allows beginner English speakers to jump right into and participate in Problem-Posing ESL alongside more advanced students. More recently, I am thankful to discover, in conversation with Tomas Kalmar and later in his book Illegal Alphabets and Adult Bilingual Literacy, the many values of Latino migrant workers' writing down English as it is heard and experienced. Furthermore, I found that the class often naturally flowed back and forth between English and Spanish to explore some of these real life problems and rather than see this as taking away from the goal of learning English I've come to view it differently. Kalmar rightly emphasizes the importance of the educator creating an environment of 'bilingual literacy' where this flow between languages and cultures is essential to learning, to analysis, and for workers' to develop their own voices according to their own choices. I recommend reading his book because it has helped me to become much more aware of many of my assumptions as 'teacher', about the 'classroom' and 'student' and introduced me to the transformative concept of 'bilingual literacy'.

This is the first draft of a work in progress that is undergoing constant rethinking, testing and questioning. It is incomplete, contains some errors and does not yet provide lessons to use the codes. My next step is to create lessons like those in Wallerstein's book that accompany each code. I invite you to share and participate in this process and hope that you will write up and

share your adapted codes, lessons and activities that you create. I have provided a brief introduction of the methodology of Problem-Posing on the next pages that is meant to serve as a guide of how to create lessons to explore these codes in accordance with Problem-Posing ESL.

Thanks and please let me know how this works for you and participants and what new codes and lessons you are developing!

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Brendan O'Neill
VT Migrant Education Program Tutor
boneill@riseup.net
802-825-1609

How to Utilize Problem-Posing ESL for Migrant Farm Workers in Vermont

Below is my summary of how to utilize the codes of this booklet. My hope is that by reading Wallertein's Language and Culture and Conflict and utilizing the codes I provide the educator can jump into *Problem-Posing ESL for Migrant Farm Workers in Vermont*.

- A. It is helpful to assign a code in advance for the next class. This gives students a chance to take their time reading over the code in Spanish and English and formulating their own questions about vocabulary, language structure and pronunciation.
- B. Introduce the dialogue in Spanish if necessary. "We are going to explore a conversation between 2 workers." It is sometimes helpful to have the students read it in silence (in both English and Spanish) and then ask them if they have any questions.
- C. Then, with beginners you can read the code slowly and line-by-line and make sure the pronunciation and new vocabulary is clear. *Audio or video recording the codes and listening/watching them is another option to introduce them and would be necessary for students illiterate in Spanish.* For more advanced students (or with mixed level classes) you can jump right in and have students read the code.
- D. Answer questions students have regarding difficult pronunciation, new vocabulary or new language structure. Encourage students to take the time to change any of the phonetic pronunciation to tune it to their own ways of hearing and experiencing language. However, don't turn this into a grammar lesson or a pronunciation exercise at this point. There will be time after to practice grammar and pronunciation.
- E. Re-read, practice and move towards a dramatization and role-play of the code. Try to get at the feeling, emotion and thinking of the characters involved. Make it a script for a little

play. Have fun! Bring props. Show emotion. Get up...Let it get carried away and owned by the class...even change it if need be. Act it out! *Create an experience of the code.*

- F. Reconvene and follow these **5 steps** to discuss and analyze the code. Exploring codes with these 5 steps represent the methodology unique to Problem-Posing ESL:

Note: These 5 steps are also relevant for other types of codes that I suggest you use with this booklet all of which are more appropriate for students who are not literate in Spanish (e.g. film clips, pictures, songs, art work...)

- 1. Describe what is happening** in the code by posing and answering basic questions that retell the main details from the code. Is? Are? What? Where? When? Who?

What's happening? What do you see/hear?

You might have the students who played different characters continue to explore the code 'in character'.

- 2. Deepening the understanding and naming the problem.** What do the characters think or feel about what is happening?

What's the problem?What are they thinking and feeling?

- 3. Connecting/relating** the code to the students' lives.

Is this your problem too? What's it like for you?

- 4. Deepening the understanding by exploring why the problem exists.**

Why is this happening? Why is this a problem?

- 5. Changing the problem. Practicing next steps and taking action.**

**What can be done? What can X do? What have others done? What would you do?
What do you do? What would you like to see? How?**

D. The next steps after this 5 step discussion of the codes as presented in Wallerstein's approach is to pull out and practice specific language structure *and* to further explore the code with a variety of classroom activities related to the code. This should begin a process that can actually lead to a plan to take a particular action and practice for it whether its asking for a ride to the store; making an appointment at a health care clinic; or conducting research to find out what resources are available in the community.

Sample Code with Lesson Plan

Below is an example of the types of questions that I am developing to explore the code according to the above methods. Additionally, I include some recommended activities. Eventually, this booklet will contain all of these lessons. However, the lessons aren't written up in a manner to be handed out to students. Rather, some of the questions can be written on the board or handouts can be created if desired.

What are you doing?

/Uat ar yu duin?/

¿Que estas haciendo?

Juan: Hey Carlos! What are you doing?

/Jey Carlos! Uat ar yu duin?/

¡Hola Carlos! ¿Que estás haciendo?

Carlos: Not much. You?

/Nat mach. Yu?/

Nada. ¿Y tu?

Juan: I'm working.

/Aim uerkin./

Estoy trabajando.

Carlos: What are you doing after work?

/Uat ar yu duin after uerk?/

¿Que estás haciendo despues del Trabajo?

Juan: I'm coming home and studying English.

/Aim camin joun end stadien English./

Estoy regresando a la casa y estudiando el Ingles.

Carlos: I want to study English but I'm too busy.

/Ai want tu stadi English bat aim tu bisi./

Yo quiero estudiar el Ingles pero estoy demasiado ocupado.

Juan: _____

I. Problem-Posing Discussion Questions

- A. What is happening? What do you see/hear?
1. Is Juan working?
 2. What is Juan doing after work? Is Juan studying English after work?
 3. Is Carlos studying English after work?
- B. What are they thinking/feeling/wanting/needing? What is the problem?
1. Does Juan want to study English? Does Carlos want to study English?
 2. Why is Carlos too busy to study English?
 3. What is the problem?
- C. What do you think about this? Is this your problem too? How? Why?
1. Are you too busy to study English? Why?
 2. Are you like Carlos or like Juan? Why?
 3. Do you want to learn English? Why?
 4. Do you need to learn English to work here? Why?
- D. Why is this happening?
1. Why is Juan too busy?
 2. Are many migrant workers too busy to learn English? Why?
- E. What can he do?
1. What can Carlos do?
 2. What can Juan say to Carlos?
 3. What would you do if you were Carlos?

II. For further Practice:

1. Conversation Circle:

What	are you doing	today	I'm _____.
	is he doing	after class	He's _____.
	is she doing	before work	She's _____.
	are we doing	tomorrow	We're _____.
	are they doing	in October	They're _____.

2. Conversation Circle:

Do you	learn English	eat lunch
Does he	study English	play soccer
Does she	need to/want to	watch TV
Do we	work in Florida	before/after...?
Do they	go to the store	study in Mexico
I want/need to _____	I'm _____	go back to Mexico
He wants/needs to _____	he's _____	

She wants/needs to _____ but she's _____
We want/need to _____ we're _____
They want/need to _____ they're _____

What can he do?

Maybe you/he/she/we/they can _____.

III. Activities and Further Discussion

1. Role play:

Educator: What are you doing (after, before) _____?

Student: I want/need to _____.

Educator: What did he say?

Student: He said he wants/needs to _____?

2. List what you do before work and after work (write responses on board)

Before work
wake up
make breakfast

After work
watch T.V
make dinner

3. Do all people in the U.S. need to speak English? Why? Do you think people in the U.S. need to learn Spanish? Why?
4. Do people speak other languages in Mexico? What languages do they speak? Do you think they need to learn Spanish? Why?

Getting Started

/Gerin Started/

Comenzando

Excuse me?
/Ekskius mi?/
¿Perdoneme?

Bob: Hi, my name is Bob. What's your name?
/Jai, mai neim is Bob. Uats yor neim?/
Hola, mi nombre es Bob. ¿Cual es tu nombre?

Luis: My name is Luis.
/Mai neim is Luis./
Mi nombre es Luis.

Bob: I am from the United States. Where are you from?
/Ai em from da iu-nai-ded steits. Uer ar yu from?/
Yo soy de los Estados Unidos. ¿De donde eres tu?

Luis: Excuse me?
/Ekskius mi?/
¿Perdoneme?

Can you study on Tuesday at 2 pm?
/Ken yu stadi an Tusdey it 2 pi em?/
¿Puedes estudiar el Martes a las 2 pm?

Teacher: What's your name?
/Uats yor neim plis?/
¿Cual es tu nombre por favor?

Student: My name is Julio.
/Mai neim is Julio./
Mi nombre es Julio.

Teacher: What's your last name please?
/Uats yor last neim plis?/
¿Cual es tu apellido por favor?

Student: Rodriguez.

Teacher: What's your phone number please?
/Uats yor fon nomber plis?/
¿Cual es tu numero de telefeno por favor?

Student: Sorry, could you repeat that?
/Sorry, cud yu ri-pit dat?/
¿Lo siento, puedes repitirlo?

Teacher: Phone number?
/Fon nomber?/
¿Numero de telefeno?

Student: My phone number is 802-349-5998.
/Mai fon nomber is eit - ziro - tu - tri-for-nain-faif-nain--nain-eit./
Mi numero del teléfono es 802-349-5998.

Teacher: Can you study on Tuesday at 2 pm?
/Ken yu stadi an Tusdey at 2 pi em?/
Puedes estudiar el Martes a las 2 pm?

Student: _____

How are you?

*/Jao ar yu?/
¿Como estás?*

Bob: Hi, how are you?
*/Jai, jao ar yu?/
¿Hola, como estás tu?*

Leonel: I'm fine thanks. How are you?
*/Aim fain tsenks. Jao ar yu?/
Estoy bien gracias. ¿Como estás tu?*

Bob: I'm OK.
*/Aim O Key./
OK.*

Bob: Hi, how you doing?
*/Jai, jao yu duin?/
Hola. ¿Como te va?*

Leonel: I'm very good thanks. And you?
*/Aim veri gud tsenks. End yu?/
Estoy muy bien gracias. ¿Y tu?*

Bob: I'm not too bad.
*/Aim nat tu bad./
Estoy no tan mal.*

Leonel: What's up?
*/Uats ap?/
¿Que pasa?*

Bob: Nothing.
*/Natsen./
Nada.*

Bob: Hi. How's it going?
*/Jai. Jaos it goin?/
Hola. ¿Como te va?*

Leonel: Not so bad, not so good. You?
*/Nat so bed, nat so gud. Yu?/
No tan mal y no tan bien. ¿Tu?*

Bob: I'm great!
*/Aim greit!/
!Estoy muy bien!*

Leonel: What's new?
*/Uats nu?/
¿Que hay de nuevo?*

Bob: Nothing.
*/Natsen./
Nada.*

Do you have any questions?

/Du yu jaf eni cuestasions?/

¿Tienes algunas preguntas?

Bob: Welcome to Vermont.

/Uelcam tu Vermant/

Bienvenidos a Vermont

Juan: Excuse me?

/Eskius mi?/

¿Perdoneme?

Jorge: Bienvenidos a Vermont.

Juan: Thank you.

/Tsenk yu./

Gracias.

Bob: Do you have any questions?

/Du yu jaf eni cuestasions?/

¿Tienes algunas preguntas?

Juan: Excuse me?

/Eskius mi?/

¿Perdoneme?

Jorge: ¿Tienes algunas preguntas?

Juan:

What are you doing?

/Uat ar yu duin?/

¿Que estas haciendo?

Juan: Hey Carlos! What are you doing?

/Jey Carlos! Uat ar yu duin?/

¡Hola Carlos! ¿Que estás haciendo?

Carlos: Not much. You?

/Nat mach. Yu?/

Nada mucho. ¿Y tu?

Juan: I'm working.

/Aim uerkin./

Estoy trabajando.

Carlos: What are you doing after work?

/Uat ar yu duin after uerk?/

¿Que estás haciendo despues del Trabajo?

Juan: I'm coming home and studying English.

/Aim camin joum end stadien English./

Estoy regresando a la casa y estudiando el Ingles.

Carlos: I want to study English but I'm too busy.

/Ai uant tu stadi English bat aim tu bisi./

Yo quiero estudiar el Ingles pero estoy demasiado ocupado.

Juan: _____

Do you like Vermont?

/Du yu laik Vermont?/

¿Te gusta Vermont?

Teacher: Do you like Vermont?

/Du yu laik Vermont?/

¿Te gusta Vermont?

Student: Sometimes. But I'm a little bit lonely.

/Som-taims. Bat aim a litel bet lonli./

A veces. Pero me siento un poco solo.

Teacher: What do you need?

/Uat du yu nid?/

¿Que necesitas?

What's wrong?
/Uats rounɡ?/
¿Que le molesta?

Bill: What's wrong?
/Uats rounɡ?/
¿Que le molesta?

Beto: I'm angry.
/Aim engri./
Estoy enojado.

Bill: Why?
/Uai?/
¿Por que?

Beto: My boss yelled at me.
/Mai bas yelt at mi./
Mi jefe me gritó.

Bill: Can I help you?
/Ken ai jelp yu?/
¿Puedo ayudarte?

Beto:

Friends, Family and Home

/Friends, Family, and Home/

Los Amigos, La Familia, y La
Casa

Cleaning the House

/Klinin da Jaus/
Limpiando la Casa

Luis: What are you doing?
/Uat ar yu duin?/
Que estás haciendo.

Carlos: Cleaning the house.
/Klinin da jaus/
Limpiando la casa.

Luis: You always clean the house. Geraldo never cleans the house.
/Yu alueis klin da jaus. Geraldo nefer klins da jaus./
Tu siempre limpia la casa. Geraldo nunca limpia la casa.

Carlos: I like the house clean.
/Ai laik da jaus klin./
A mi me gusta la casa limpia.

Geraldo: I don't care if it's clean.
/Ai don't ker if its klin./
A mi no me importa si está limpia.

Do you miss her?

/Du yu mis jer?/

¿La extraña?

Mark: Who is she?

/Ju is shi?/

¿Quién es ella?

Luis: My girlfriend.

/Mai gerl-frend./

Mi novia.

Mark: Where is she from?

/Uer is shi from?/

¿De donde es?

Luis: Guatemala.

Mark: She's pretty.

/Shis preti./

Ella es bonita.

Luis: Yes, she's very pretty.

/Yes, shis veri preti./

Si, ella es muy bonita.

Mark: How old is she?

/Jao ould is shi?/

Cuántos años tiene?

Luis: She's 21 years old.

/Shis tuanti-uan jirs ald./

Tiene 21 años.

Mark: What does she do?

/Uat das shi du?/

¿Que hace?

Luis: She works in a hospital.

/Shi uerks en a jaspital./

Trabaja en una hospital.

Mark: Do you miss her?

/Du yu mis jer?/

¿La extraña?

Luis: _____

Who do you look like?

/Ju du yu luk laik?/

¿A quien se parece?

John: Is he your brother?

/Is ji yor brauder?/

¿El es tu hermano?

Andres: Yes, he is.

/Jes, ji is./

Si, el es.

John: He looks like you.

/Ji luks laik yu./

Se parecen.

Andres: What does 'looks like you' mean?

/Uat das 'luk laik' min?/

¿Que quiere decir 'luk laik'?

John: You are tall and he is tall. You are handsome and he is handsome. You are young and he is young. You are thin and he is thin. You are strong and he is strong.

/Yu ar tal end ji is tal. Yu ar jandsom end ji is jandsom. Yu ar yong end ji is yong. Yu ar tsin end ji is tsin. Yu ar straung end ji is straung./

Tu eres alto y el es alto. Tu eres guapo y el es guapo. Tu eres joven y el es joven. Tu eres delgado y el es delgado. Tu eres fuerte y el es fuerte.

Andres: Actually, he is taller and older and I am more handsome and stronger.

/Ekshuali, ji is taler end oulder end ai em mor jandsom end straunger./

Actualmente, el es mas alto y mas viejo y yo soy mas guapo y mas fuerte.

Family Challenges
/Fem-e-li shel-en-chis/
Retos familiares

Juan: Hey Bob! What are you doing?
/Jey Bab! Uat ar yu duin?/
!Hola Bob! Que estás haciendo?

Bob: Not much. You?
/Nat mach. Yu?/
Nada mucho. ?Tu?

Juan: I'm going to work.
/Aim goin tu uerk./
Estoy yendo al trabajo.

Bob: You work too much!
/Yu uerk tu mach!/
Tu trabajas demasiado.

Juan: I have too. My mom is sick and needs money.
/Ai jaf tu. Mai mam is sik end nids mani./
Tengo que hacerlo. Mi madre esta enferma y necesita el dinero.

Using the phone
/Yusin da fon/
Usando el telefono

Jorge: Hello.
/Jelo./
Hola.

Bill: Hi Jorge this is Bill. Is Juan home?
/Jai Jorge dis is Bill. Is Juan joum?/
Hola Jorge soy Bill. ¿Está Juan en casa?

Jorge: Yes, but he's busy. He's in the kitchen cooking.
/Jes, bat jis bisi. Jis en da kitch-in cook-in./
Si, pero el está ocupado. Está en la cocina cocinando.

Bill: Is his brother Arturo home?
/Is jis brau-der Arturo joum?/
¿Está en casa su hermano Arturo?

Jorge: No, he's not. He's outside working.
/No, jis nat. Jis aut-said uerkin./
No, el no está. El está afuera trabajando.

Bill: Do you guys want to go to the store today or tomorrow?
/Du yu gays uant tu go tu da stor tudey or tumaro?/
¿Quieren Ustedes chavos ir a la tienda hoy u mañana?

Jorge: _____

Nice Computer
/Nais Kompiurer/
Computadora Buena.

Andres: Wow, that's a nice computer. When did you get it?
/Uow, dats a nais kampiurer. Uen did yu get it?/
Caramba, esto es una computadora Buena. ¿Cuando lo conseguistes?

Luis: I got it on Saturday.
/Ai gat it an Saterdey./
Lo conseguí el Sabado.

Andres: Where did you get it?
/Uer did yu get it?/
¿Donde la conseguistes?

Luis: I got it at Walmart in Burlington.
/Ai gat it at Walmart en Burlington./
La conseguí al Walmart en Burlington.

Andres: Do you like it?
/Du yu laik it?/
¿Te gusta?

Luis: Yes, I think so but I don't understand how to use it.
/Jes, ai tsink so bat ai dont anderstend jao tu yus it./
Si, lo creo pero no entiendo como usarlo.

Nice Guitar
/Nais Guitar./
Guitara Buena.

Farmer: Wow, that's a nice guitar. Is it yours?
/Uao, dats a nais guitar./
Caramba, esto es una guitarra buena.

Worker: Yes, it's mine.
/Jes, its main./
Si, eso es mio.

Farmer: Where did you get it?
/Uer did yu get it?/
¿A donde lo conseguistes?

Worker: I ordered it from the Television.
/Ai orderd it from da Telivishen./
La pedí por la television.

Farmer: Do you know how to play it?
/Du yu no jao tu pley it?/
Sabes como tocarlo?

Worker: No.

It's broken
/Its brou-ken/
Está discompuesta

Greg: Is your washing machine broken?
/Is yor wash-in ma-shin brou-ken?/
¿Está discompuesta su lavadora?

Fulano: Yes, it's broken.
/Jes, it is brou-ken./
Si, está discompuesta.

Greg: Can you ask your landlord to fix it?
/Ken yu ask yor lend-lord tu fiks it?/
¿Porque no preguntas tu patron componerla?

Fulano: I already ask him but he no fix.
/Ai al-redi ask jim bat ji no fiks./
Yo ya le pregunto pero el no compone.

Changing Your Schedule

/Shen-yin yor skeshuel/

Cambiando tu horario

Mike: Hey Miguel. How you doing?

/Jey Miguel. Jao yu duin?/

Hola Miguel. ¿Como estás?

Miguel: I'm OK. You?

/Aim OK. Yu?/

Esoty bien. ¿Tu?

Mike: I'm good. Are you going to play on our soccer team this summer?

/Aim preri gud. Ar yu goin tu pley an aur saker tím dis samer?/

Estoy mas o menos bien. ¿Vas a jugar en nuestro equipo de futbol este verano?

Miguel: I work every Saturday from 3am until 11am.

/Ai uerk efri Saterdey from tri ei em an-tel eleven ei em./

Yo trabajo todos los Sabados desde las 3 a.m hasta last 11am.

Mike: You are always working! Can you ask your boss to change your schedule?

/Yu ar alueis uerkin! Ken yu esk yor bas tu cheinch yor ske-shuel?/

Estas siempre trabajando. ¿No Puedes preguntar a tu jefe que le cambie tu horario?

Miguel: _____

Making plans with friends
/Mekin pleans uit frends/
Haciendo planes con amigos

Carlos: I called you last week on Thursday to see if you wanted to hang out but you weren't here. Where were you last Thursday?

/Ai kald yu last uik an Tsursdey tu si if yu uanted tu jeing aut bat yu uerent jir. Uer uor yu last Tsursdey?/

Yo te llamé la semana pasada el jueves par aver si tu quería pasear conmigo pero no estabas tu. ¿Donde estabas el jueves pasado?

Juan: Oh...last Thursday I had to work.

/Oh...last Tsursdey ai jad tu uerk./

Oh...el jueves pasado tuve que trabajar.

Carlos: But you said that you never work on Thursdays.

/Bat yu sed dat yu never uerk an Tsursdeys./

Pero tu me dijistes que nunca trabajas los jueves.

Juan: Yeah, I didn't want to work but my boss said he really needed me to work.

/Yeah, ai didn't uant tu uerk bat mai bass sed ji rili nided mi tu uerk./

Si, yo no quise trabajar pero mi patron me dijo que me necesitaba mucho para trabajar.

Carlos: That's too bad. Maybe we can hang out this Thursday night?

/Dats tu bad. Meybi ui ken jeing aut dis Tsursdey nait?/

Que malo. ¿Quizas podemos pasear este jueves por la noche?

Juan: _____

Work

/Uerk/

El Trabajo

Clarifying your pay
/Kler-a-fay-en yor pey/
Clarificando tu pago

Boss: Nice to meet you Carlos. Do you have any questions before you start working?
/Nais tu mit yu Carlos. Du yu jaf eni cuestasions bifer yu start uerkin?/
Placer conocerte Carlos. Tienes alguna pregunta antes de comenzar
trabajando.

Carlos: How much do you pay?
/Jao mach du yu pey?/
¿Cuanto paga?

Boss: I pay \$325 per week.
/Ai pey tri tuenti faif per uik./
Yo pago tres veinte cinco por semana.

Carlos: How much per hour?
/Jao mach per auer?/
Cuanto por hora?

Boss: I don't pay per hour. I pay per week.
/Ai dont pey per auer. Ai pey per uik./
No pago por hora. Pago por semana.

Carlos: _____

When do we work?

/Uen du ui uerk?/

¿Cuando trabajamos?

Jorge: When do you want us to start our shift?

/Uen du yu uant as tu start aur sheft?/

¿Cuando quieres que comenzemos nuestro turno?

Boss: At 4am in the morning and 4pm in the afternoon.

/At 4 ei em en da morn-in end 4 pi em en da after-nun./

A las 4 de la mañana y a las cuatro de la tarde.

Jorge: When do you want us to finish?

/Uen du yu uant as tu fin-esh?/

¿Cuando quieres que terminamos?

Boss: At 9 o'clock.

/At 9 o'clock./

A las 9.

Jorge: What time can we take a break?

/Uat taim ken ui teik a breik./

A que hora podemos tomar un descanso.

Boss: I never take breaks.

/Ai nefer teik breiks./

Yo nunca tomo un descanso.

Jorge: _____

What do you want us to do today?

/Uat du yu uant as tu do todey?/

¿Que quiere que hagamos hoy

Juan: What do you want us to do today?

/Uat du yu uant as tu du tudey?/

¿Que quiere que hagamos hoy?

Boss: The same thing every day.

/Da seim tsing efri dey./

La misma cosa todas los dias.

Jorge: Clean the barn. Feed the cows. Add more sawdust to the stables. More sawdust for the calves. Milk the cows. Clean the milking machines. Write on the board the cows with Mastitis. Write down any problems with the milking machines. Spray down the milking parlor when you are finished.

/Klin da barn. Fid da kaos. Ad mor sadast tu da steibols. Mor sadast for da kafs. Milk da kaos. Klin da milkin mashins. Rait an da bord da kaos uit Mastaides. Rait daun eni prablems uit da milkin mashins. Sprey daun da milkin parlar uen yu ar finesht./

Limpian la granja. Alimenten las vacas. Echan mas aserin a lose stables. Mas aserin para los bebes. Ordenan las vacas. Limpian el equipo de ordenar. Escriban en el pizaron las que llevan Mastitis. Escriban cualquiera problema con las macinas de ordenar. Manguen la sala de ordenar cuando terminen.

Boss: That's it. Any questions?

/Dats it. Eni cuestasions?

Eso es. ¿Algunas preguntas?

Juan: _____

Where is...?
Uer is...?
¿Donde está...

Alvaro: Where is the skid steer?
/Uer is da skid stir?/
¿Donde está el skid steer?

Boss: Behind the big barn next to the tires.
/Bi-jaínd da big barn nekst tu da taiers./
Atrás de la granja grande al lado de las llantas.

Alvaro: On the right or the left?
/An da rait or da left?/
¿Por la derecha u la izquierda?

Boss: On the right of the tires in front of the tractor.
/An da rait of da tairs en frant of da trektor./
Por la derecha de las llantas en frente del tractor.

Alvaro: I don't understand.
/Ai don't anderstend?/
¿Yo no entiendo?

What's wrong?
Uats ron?
¿Que es el problema?

Farmer: What's wrong?
/Uats rounɡ?/
¿Que es el problema?

Worker: The cow is not getting up.
/Da kao is nat gerin ap./
No está levantándose la vaca.

Farmer: What happened?
/¿Uat japent?/
¿Que pasó?

Worker: _____

Farmer: What's wrong?

Worker: The gate is not closing.

Farmer: What happened?

Worker: _____

Farmer: What's wrong?

Worker: The cow has mastitis.

Farmer: What happened?

Worker: _____

Important conversations at work
/Important con-ver-sey-shens at uerk/
/Conversaciones importantes en el trabajo/

Arturo: Excuse me Andrew. Can I talk to you?
/Eks-skius mi en-dru. Ken ai tak tu yu?/
Disculpame Andres. ¿Puedo hablar con Ud?

Andrew: I only have a minute.
/Ai onli jaf a minet./
Solo tengo un minuto.

Arturo: It's very important.
/Its verri important./
Es muy importante.

Andrew: Well, I'm really busy right now.
/Uel, Aim rili bisi rait nao./
Pues, estoy muy ocupado ahora.

Arturo: _____

Asking for a loan
/Esk-in for a loun/
Pidiendo un prestamo

Carlitos: Excuse me Bob. Can I ask you for a favor?
/Ekskius mi Bab. Ken ai esk yu for a fever?/
¿Perdoneme Bob puedo pedirle un favor?.

Bob: What is it?
/Uat is it?/
¿Que es?

Carlitos: My sister is very sick in Mexico.
/Mai sister is verri sik in Mexico./
Mi hermana esta muy enferma en Mexico.

Bob: I'm sorry.
/Aim sari./
Lo siento.

Carlitos: I need to ask you for a favor. Could you please give me a loan?
/Ai nid tu ask yu for a fever. Cud yu plis gif mi a loun?/
Yo necesito pedirle un favor. ¿Podria Ud darme un prestamo?

Bob: You want a loan?
/Yu uant a loun?/
¿Tu quieres un prestamo?

Carlitos: _____

Asking for a raise
/Esk-in for a reis/
Pidiendo un aumento de pago

Carlitos: Excuse me Bob. Can I talk to you?
/Ekskius mi Bab. Ken ai tak tu yu?/
Perdoneme Bob. Puedo hablar con Ud?

Bob: What's wrong?
/Uats rounq?/
¿Que es mal?

Carlitos: Nothing. I just need to talk to you.
/Natsen. Ai yust nid tu tak tu yu./
Nada. Yo solamente necesito hablar con Ud.

Bob: OK. What is it?
/OK. Uat is it?/
¿OK. Que es?

Carlitos: I have been here for 15 months now and working very hard.
/Ai jaf bin hir for fif-tin mants nao end uerkin verri jard./
Yo he estado aqui hace 15 meses y trabajando muy duro.

Bob: Uh-huh.

Carlitos: When I came here you said that you give a raise after 1 year if we do good work.
/Uen ai keim jir yu sed dat yu gif a reis after uan jir if ui du gud uerk./
Cuando me vine aqui Ud nos dijo que da un aumento despues de un año si trabajáramos bien.

Bob: You want a raise?
/Yu uant a reis?/
¿Tu quieres un aumento de pago?

Carlitos: _____

Losing your Job
/Lu-sin yor yab/
Perdiendo su trabajo

Boss: I need to talk with you guys.
/Ai nid tu tak uit yu gays./
Necesito hablar con Uds.

Workers: OK.

Boss: We're having hard times on the farm. The price of milk is going down. The cost of gas is going up. We're not making any money.

/Uir jafin jard taims an da farm. Da prais of milk is goin daun. Da cast of gas is goin ap.
Uir nat mekin eni mani./

Estamos viviendo tiempos dificultosos en la finca. El precio de la leche está bajandose. El precio del gas está aumentandose. No estamos ganando nada de dinero.

Workers: OK.

Boss: I need to cut back on my costs.
/Ai nid tu kat bak an mai casts./
Uds están recibiendo menos horas por que necesito cortar mis gastos.

Workers: Oh. Is that why we are working less?
/Oh. Is dat uai ui ar uerkin les?
Oh, Eso es porque estamos trabajando menos?

Boss: Yes, I told you last week that I only need you to work 40 hours per week. But now I also need to tell you that I need one of you to leave.

/Jes, ai tould yu last uik dat ai on-li nid yu tu uerk forti auers per uik. Bat nao ai al-so nid tu tel yu dat ai nid uan of yu tu lif.

Si, les dije la semana pasada que solamente necesito que trabajen 40 horas por semana. Pero, ahora necesito decirles que necesito que uno de Uds se vaya.

Workers: _____

Health

/Jelth/

La Salud

Going to the dentist

/Goin tu da dentist/
Yendo al dentista

Bill: What's wrong Jorge?

/Uats roung Jorge?/
¿Que le molesta Jorge?

Jorge: My tooth hurts.

/Mai tuth jerts./
Mi diente me duele.

Bill: Oh, so you have a toothache. You need to go to the dentist.

/Oh, so yu jaf a tuth-eik. Yu nid tu go tu da dent-ist.
Oh, entonces te duelen los dientes. Tienes que ir al dentista.

Jorge: How much is it?

/Jao mach is it?/
¿Cuanto cuesta?

What's the matter?

/Uats da ma-ter?/

¿Que te molesta?

Bob: Hi Mario. What's the matter?

/Jai Mario. Uats da mater?/

Hola Mario. ¿Que te molesta?

Mario: Oh. I no happy with my boss.

/Oh, Ai no hapi uit mai bas./

Oh, no contento con mi patron.

Bob: What's the matter?

/Uats da mater?/

¿Que te molesta?

Mario: He say no like me go to doctor.

/Ji sey no laik mi tu go tu dokter./

El dice no le gusta que yo vaya al doctor.

Bob: Why doesn't he want you to go?

/Uai das'nt ji uant yu tu teik English kleses?/

¿Porque no quiere que tomes clases de Ingles?

Mario: He say no have time and too expensive.

/Ji sey no jaf taim end tu ekspensif./

El dice que no tener tiempo y demasiado caro.

I hurt my finger.
/Ai jert mai fin-yer./
Me duele mi dedo.

Bill: What's wrong?
/Uats rounq?/
¿Que te molesta?

Jorge: I hurt my finger. It's bleeding.
/Ai jert mai fin-yer. Its bli-din./
Me duele mi dedo. Está sangrando.

Bill: When did you hurt it?
/Uen did yu jert it?/
Cuando le hizo daño.

Jorge: I hurt it last week working.
/Ai jert it last uik uerkin./
Lo hice daño trabajando hace una semana.

Bill: You need to go to the hospital.
/Yu nid tu go tu da jas-pe-tel./
Tu necesitas ir a la hospital.

Jorge: _____

My back and shoulders hurt
/Mai bek end sholders jert./
Mi espalda y mis hombros me duelen.

Andy: What's wrong?
/Uats rounq?/
¿Que le molesta?

Jorge: My back and shoulders hurt.
/Mai bek end sholders jert./
Mi espalda y mis hombros me duelen.

Andy: Well, maybe you need to rest.
/Uel, mey-bi yu nid tu rest./
Pues, quizás necesitas descansar.

Jorge: No, I can't. I need to work.
/No, ai kent. Ai nid tu uerk./
No, no puedo. Necesito trabajar.

Andy: Well, you can't work. You need to rest so you feel better.
/Uel, yu kent work. Yu nid tu rest so yu fil bet-ter./
Pues, no puedes trabajar. Necesitas descansar para que te sientes mejor.

Jorge: _____

Making an Appointment at the Open Door Clinic

/Meik-in en apoint-ment at da Open Dur Klinek/
Haciendo una cita para la Clinica Abierta

Open Door Clinic: Hello, can I help you?

/Jelo, ken ai jelp yu?/
¿Hola, puedo ayudarles?

José: Hi, I would like to make an appointment please.

/Jai, I wud laik tu meik en apoint-ment plis./
Hola, Me gustaria hacer una cita por favor.

Open Door Clinic: What's the matter?

/Uats da mater?/
¿Que es el problema?

José: I have a very bad headache.

/Ai jaf a verri bed hed-eik./
Yo tengo un dolor de la cabeza muy mal.

Open Door Clinic: Did you take any medicine?

/Did yu teik eni med-e-sin?/
¿Tomastes una medicina?

José: Excuse me?

/Ekskius mi?/
¿Perdoneme?

The store, food, and clothes

/Da stor, fud, end klos/

La tienda, la comida, y la ropa

Ordering a Pizza on the phone

/Or-de-rin e Pisa an da fon/
Pidiendo una Pizza por telefono

Cubbers: **Cubbers, can I help you?**

*/Ken ai jelp yu?/
¿Cubbers, Puedo ayudarle?*

*What can I get you?
/Uat ken ai get yu?/
¿Que puedo conseguirte?*

*What would you like to order?
/Uat wud yu laik tu order?/
¿Que le gustaría pedir?*

You: **I would like a large pizza with pepperoni.**

*/Ai wud laik a larch pizza uit pep-a-roni./
Me gustaría una pizza grande con pepperoni.*

*Can I have a large pizza with pepperoni please?
/Ken ai jaf a larch pizza uit pep-a-roni plis?/
¿Puedo tener una pizza grande con pepperoni por favor?*

*I would like a large pizza with pepperoni.
/Ai wud laik a larch pizza wit pep-a-roni./
Me gustaría una pizza grande con pepperoni.*

*I would like to order a large pizza with pepperoni.
/Ai wud laik tu order a larch.../
Me gustaría una pizza grande con pepperoni.*

<i>I want</i>	<i>/Ai uant/</i>	<i>I'd like</i>	<i>/Aid laik/</i>	<i>I'll take</i>	<i>/Ail tek/</i>	<i>I'll have</i>	<i>/Ail hav/</i>
<i>Yo quiero</i>		<i>Me gustaría</i>		<i>Tomaré</i>		<i>Tendré</i>	

Cubbers: **Excuse me. Did you say a large pizza with pepperoni?**

*/Ekskius mi. Did yu sey a larch pizza uit pep-a-roni?/
Disculpame. ¿Me dijo una pizza grande con pepperoni?*

You: **Yes.**

*/Jes/
Sí*

*No, I said I would like a ...
/No, ai sed ai wud laik a.../
No, dije que me gustaría una.../*

Cubbers: **Great. Would you like anything else?**

*/Greit. Wud yu laik eni-tin els?/
¿Excelente. Le gustaría algo mas?*

*Is that it?
/Is dat it?/*

¿Es todo?

You: Yes, I would like a large coke please.

/Jes, Ai wud laik a larch coke plis./

Sí, me gustaría una coca grande por favor.

A large Coke please.

/A larch coke plis./

Una coca grande por favor.

Cubbers: Did you say coke?

/Did yu sey coke?/

¿Me dijo coca?

Excuse me. Could you repeat that?`

/Ekskius mi. Cud yu repit dat?/

Disculpame, ¿Me puede repitirlo?

Could you say that again please?

/Cud yu sey dat ayen plis?/

¿Podría repitirlo de nuevo por favor?

You: Yes, I did.

/Jes, Ai did./

Sí. Asi fue.

No, I didn't. I said...

/No, Ai didn't. Ai sed.../

No, no dije asi. Dije...

Cubbers: Would you like to pick it up or have it delivered?

/Wud yu laik tu pik it ap or jaf it diliferd?/

¿Le gustaría llevarse lo u que lo mandemos?

Pick up or delivery?

/Pik ap or dilifri?/

¿Para llevar u mandar?

We can deliver it or you can come here and pick it up if you want?

/Ui ken dilifer it or yu ken com end pik it up if yu want?/

Nosotros podemos mandarlo u tu puedes venir y llevarlo si tu quieres.

You: Delivery, please.

/Dilifri plis./

Mandelo por favor.

I would like it delivered.

/Ai wud laik it deliverd./

/Me gustaría que lo manden.

Cubbers: Ok. So, that was a large pepperoni pizza to be delivered?

/OK. So, dat was a larch pep-a-roni pizza tu bi diliferd?/

¿Bueno. Pues, eso fue una pizza grande de pepperoni para estar mandado?

You: **Yes.**

/Jes./

Sí.

Cubbers: **Name?**

/Neim?/

¿Nombre?

What's your name please?

/Uats yor neim plis?/

¿Cual es su nombre por favor?

You: **My name is _____.**

/Mai neim is _____./

Mi nombre es _____.

Cubbers: **Phone number please.**

/Fon number plis./

¿Numero de telefono por favor?

Number?

/Number?/

¿Numero?

You: **My phone number is _____.**

/Mai fon number is _____./

Mi numero es _____

Cubbers: **Address please?**

/Adrés plis?/

¿Dirrección por favor?

What's your address?

/Uats yor adrés plis?/

¿Cual es tu dirrección por favor?

You: **My address is _____.**

/Mai adrés is _____./

Mi dirrección es _____.

Cubbers: **Did you say...?**

/Did yu sey...?/

¿Me dijo...?

Say that again please.

/Sey dat ayen plis/

Digame otra vez por favor.

You: **Yes, I did.**

/Jes, Ai did./

Sí. Asi fue.

No, I didn't. I said
/No, ai didn't. Ai sed.../
No, no dijo asi. Dijo...

Cubbers: **Have we ever been there before?**
/Jaf ui ever bin der bi-for?/
¿Hemos estado allá una vez antes?

You: **Yes.**
/Jes./
Sí.

Yes, you have been here.
/Jes, yu jaf bin hir./
Sí, les han estado aqui.

Cubbers: **OK. Would you like anything else?**
/OK. Wud yu laik enitin els?/
Bueno. ¿Le gustaría algo mas?

You: _____

Cubbers: **Our driver will be there in 30 minutes.**
/Aur draifer uil bi der in tirti minets./
Nuestro conductor estará allá en unos 30 minutos.

You: **How much is it?**
/Jao mach is it?/
¿Cuanto cuesta?

Cubbers: **Its \$18.00**
/Its etin dal-ers./
/Cuesta 18 dolares?/

You: **Did you say \$80.00?**
/Did yu sey eti?/
¿Me dijo 80?

Cubbers: **No. I said 18.**
/No. Ai sed etin./
No. Dije 18.

You: **OK. Thanks.**
/OK. Tsenks./
Bueno. Gracias.

Cubbers: **Thank you.**
/Tsenk yu./
Gracias.

You: **Bye.**
/Bai/
Adios.

I'm going to the store.

/Aim go-in tu da stor./

Voy a la tienda.

Boss: Is Juan home?

/Is Juan joun?/

¿Esta Juan en casa?

Jorge: Yes, but he's in the bedroom sleeping.

/Jes, bat his in da bed-rum slipin./

Si, pero esta en el cuarto durmiendo.

Boss: What are you doing?

/Uat ar yu duin?/

¿Que estas haciendo tu?

Jorge: I'm cooking, then I'm going to the store.

/Aim cuk-in, den aim goin tu da stor./

Estoy cocinando, despues voy a la tienda.

Boss: Well, I need you to work.

/Uel, ai nid yu tu uerk./

Pues, yo necesito que trabajes tu.

Jorge: _____

I need to go to the store
/Ai nid tu go tu da stor/
Yo necesito ir a la tienda

Jorge: Excuse me Frank. Can I ask you for a favor?
/Ekskius mi Frank. Ken ai esk yu for a fever?/
Disculpame Frank. ¿Le puedo pedir un favor?

Frank: Sure, what is it?
/Shor, uat is it?/
¿Sí, cual es?

Jorge: Can you take me to the store this week?
/Ken yu teik mi tu da stor dis uik?/
¿Me puedes llevar a la tienda esta semana?

Frank: I'm very busy this week.
/Aim verri bisi dis uik./
Estoy muy ocupado esta semana./

Jorge: I know we are busy but it's very cold and I don't have any warm clothes.
/Ai no ui ar bisi bat its verri cold end ai dont jaf eni uarm clos./
Yo se que estamos ocupados pero hace mucho frio y no tengo ninguna ropa que me da calor.

Buying a phone card
/Bai-in e fon kard/
Comprando una tarjeta telefonica

Sales person: Hello, can I help you?
/Jelo, ken ai jelp yu?/
¿Hola, puedo ayudarte?

Arturo: I am looking for a phone card.
/Aim luk-in for a fon card./
Estoy buscando para una tarjeta telefonica.

Sales person: The phone cards are over there next to the candy bars.
/Da fon cards ar ofer der nekst tu da kandi bars.
Las tarjetas telefonicas estan alli no más al lado de los dulces.

Arturo: Sorry. Where?
/Sari. Uer?/
Lo siento. ¿A donde?

Sales person: Next to the candy bars.
/Nekst tu da candi bars./
Al lado de los dulces.

Arturo: Does this card work with Verizon wireless?
/Das dis kard uerk uit Verizon wairles?/
¿Esta tarjeta funciona con Verizon Wirless?

Sales person: Excuse me?
/Ekskius mi?/
¿Perdoneme?

Sending money to Mexico
*/Sendin mani tu Mexico/
Mandando el dinero a Mexico*

Sales person: Hello, can I help you?
*/Jelo, ken ai jelp yu?/
¿Hola, puedo ayudarte?*

Juan: I need to send money to Mexico.
*/Ai nid tu send moni tu Mexico./
/Yo necesito enviar dinero a Mexico.*

Salesperson: Who are you sending this money to? What is their name and address?
*/Ju ar yu send-in dis moni tu? Uat is der neim end adres?/
A quien estas mandando el dinero? Cual es el nombre y direccion?*

Juan: My name and address is right here.
*/Mai neim and adres is rait jir./
Mi nombre y direccion esta aqui no mas.*

Salesperson: YES, but **WHO** are you sending the money to in Mexico? What is **Their** name and address in Mexico?
*/JES, bat **JU** ar yu send-in da mani tu in Mexico? Juat is **DER** neim and adres in Mexico?/
¿SI, pero a **QUIEN** esta mandando el dinero en Mexico? Cual es **SU** direccion y nombre en Mexico?*

Juan: _____

I'm looking for clothes

/Aim lukin for cloz/

Estoy buscando ropa

Sales person: Hi, Can I help you?

/Jai, ken ai jelp yu?/

¿Hola, le puedo ayudar?

Julio: Yes. I'm looking for **some sneakers**.

/Jes. Aim lukin for **sam snikers**./

Si, estoy buscando para **unos tenis**.

Sales person: What kind?

/Uat kaind?/

¿Que tipo?

Julio: Excuse me?

/Ekskius mi?/

¿Perdoneme?

Sales person: What kind?

/Uat kaind?/

¿Que tipo?

Julio: I'm looking for white, size 9 low-top sneakers.

/Aim lookin for uait, sais nain lo tap snikers./

Esoty buscando para blanco, medida 9 bajo.

Sales person: OK. The sneakers are over there.

/OK. Da snikers ar ofer der./

OK. Los tenis estan alli.

Julio: Thanks. I need to try the sneakers on.

/Tsenks. Ai nid tu trai da snikers an./

Gracias. Yo necesito probar los tenis.

Sales person: You can sit down right here.

/Yu ken sit daun rait jir./

Tu puedes sentarte aqui no más.

Sales person: How do they fit?

/Jao du dey fet?/

¿Como te queda?

Juan: _____

Community

/Ka-miu-ne-ti/

La Comunidad

Why don't you want to study?

/Uai dont yu want tu stadi?/

Porque no quieres estudiar?

Jose: Are you going to study English today?

/Ar yu goin tu stadi English tudey?/

¿Vas a estudiar el Ingles hoy?

Jorge: No.

Jose: Why don't you want to study?

/Uai dont yu want tu stadi?/

Porque no quieres estudiar?

Jorge: No need English to milk cows.

/No nid English tu milk kaos./

No necesitar el Ingles para ordeñar las vacas.

Jose: _____

Please speak slowly
/Plis spik slouli/
Por favor habla mas despacio

Andy: What's wrong?
/Uats rong?/
¿Que te molesta?

Juan: I can't understand my English teacher. She talk too fast.
/Ai kent ander-steand mai English tichur. Shi tak tu fest./
No puedo entender mi maestro de ingles. Ella habla demasiada rapida.

Andy: Could you ask her to talk slower?
/Cud yu esk jer tu tak slou-er?/
¿Podrías tu pedirle hablar mas despacio?

Juan: I say 'please speak slowly'. But she never talk slow.
/Ai sey 'plis spik sloli. Bot shi nefer tak slou-er./
Yo digo 'por favor 'habla mas despacio'. Pero nunca habla despacio.

Andy: What are you going to do?
/Uat ar yu go-en tu du?/
?Que vas a hacer?

Juan: _____

What's a GED?

/Uats e Gi I Di?/

¿Que es un GED?

Antonio: Do you want to get your GED?

/Du yu want tu get yor Gi I Di?/

¿Quieres obtener un dimploma de GED?

Luis: What's that?

/Uats dat?/

¿Que es esto?

Antonio: It's a program that is like graduating from High School in the United States.

/Ets a program dat is laik grach-u-etin from Jai Skul in da Iunaded Steits./

Es un programa como si estuvieras cumpliendo High School en los Estados Unidos.

Jorge: It sounds good but I don't have time to study.

/It saunds gud bat ai don't jaf taim tu stadi./

Me parece bien pero no tengo tiempo para estudiar.

Luis: A diploma from the United States is not going to help me in Mexico.

/E deploma from da Iunaded Steits is nat goin tu jelp mi in Mexico./

Una diploma de Los Estados Unidos no me va a ayudar en Mexico.

Studying English
/Stadi-en English/
Estudiando el Ingles

Bob: Your English is really improving Jorge. There is a more advanced English Class every Thursday night in Middlebury. Do you want to go to the class?

/Yor inglish es reli im-pru-fin Jorge. Der es e mor edfenst Inglish klas evri tursdey nait en Mid-del-beri. Du yu uant tu go tu da klas?/

Su ingles está mejorando mucho Jorge. Hay una clasé mas avanzado cada Jueves por la noche en Middlebury. ¿Quieres ir a la clasé?

Jorge: I like to study English but I no have time and no have ride.

/Ai laik tu stadi Inglish bat ai no jaf taim end no jaf raid./

Me gusta estudiar el Ingles pero yo no tengo tiempo y no tengo transporte.

Bob: But you never work on Thursday nights. Would you go to class if you had a ride?

/Bat yu nef-er uerk an Tursdey nait. Wud yu go tu kles ef yu hed a raid?/

Pero nunca trabajas los Jueves. Irías si tuvieras transporte?

Jorge: _____

I want to go to Church
/Ai uant tu go tu Chirch./
Yo quiero ir a la iglesia.

John: What's wrong?
/Uats rounq?/
¿Cual es el problema?

Jesus: I want to go to Church on Sunday but I have to work.
/Ai uant tu go tu Chirch an sandey bat ai jaf tu uerk/
Quiero ir a la iglesia el Domingo pero necesito trabajar.

John: Can you change your schedule?
/Ken yu chench yor ske-shuel?/
¿Puedes cambiar tu horario?

Jesus: Maybe, but I don't have a ride to Church.
/Meybi, bat ai don't jaf a raid tu Chirch./
Quizas pero no tengo una raid a la iglesia.

Matricula

Farmer: The Mexican Consulate is coming on Saturday to Middlebury.
/Da Mexican kansulet es camin an Satordey tu Mid-el-beri./
El Consular Mexicano viene el Sabado a Middlebury.

Workers: Huh?

Farmer: They are giving people matricula and passports. Do you have a matricula and passport?
/Dey ar gifen pipel matricula end pesports. ¿Du yu jaf a matricula end pesport?/
Están dando la gente matricula y pasaporte. ¿Tienen una matricula y pasaporte?

Workers: I don't understand.
/Ai dont anderstend./
Yo no entiendo.

Farmer: This. Do you have this?
/Dis. ¿Du yu jaf dis?/
Tienen esto?

Workers: _____

Detentions and Deportations
/Deten-shans end Di-por-te-shuns/
Detenciones y deportaciones

Brian: What's wrong?
/Uats rounq?/
¿Que te molesta?

Luis: My friend Jorge not here.
/Mai frend Jorge no jir./
Mi amigo Jorge no aqui.

Brian: Where is he?
/Uer es ji?/
Donde está el?

Luis: The Migra take him.
/Da migra teik jim./
La migra le lleva.

Brian: Why?
/Uai?/
¿Porque?

Luis: He crash car.
/Ji kresh kar./
Se choca el carro.

Deported
/Diported/
Deportado

Julio: Where did you go?
/Uer did yu go?/
¿Donde fuistes tu?

Where were you?
/Uer uor yu?/
¿Donde estuvistes?

Andres: I went to the store.
/Ai uent tu da stor/
Fui a la tienda.

I was at the store.
/Ai uas at da stor./
Yo estuve en la tienda.

Julio: Who did you go with?
/Ju did yu go uit?/
¿Con quien fuistes?

Who were you with?
/Ju uor yu uit?/
¿Con quien estuvistes?

Andres: I went with Juan.
/Ai uent uit Juan./
Fui con Juan.

I was with Juan.
Ai uas uit Juan.
/Yo estuve con Juan./

Julio: What happened to Juan?
/Uat hapend tu Juan?/
¿Que pasó a Juan?

What happened to Juan?
/Uat hapend tu Juan?/
¿Que pasó a Juan?

Andres: He was deported.
/Ji uas deported./
El fue deportado.

He was deported.
/Ji uas deported./
El fue deportado.

Julio: Why did he get deported?
/Uai did ji get deported?/
¿Por que le deportó?

Why was he deported?
/Uai uas ji deported?/
¿Por que fue deportado?

Andres: Because the worker called the INS.
/Bicaus da worker kald da AI EN ES/.
Porque el trabajador llamó a la migra.

Because the worker called the INS.
/Bicaus da worker kald da AI EN ES/.
Porque el trabajador llamó a la migra.