Case Study: “Enrique”

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EDU 6613: Assessment

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CONTEXT

My students are basically middle class, whether at the lower end of the spectrum or the higher end. Many of their parents are teachers, military personnel, Boeing employees, firemen, or they own their own businesses, such as a day-care facility or lawn-care. I am teaching second and third year Spanish, and the reason most of them are continuing into second or third year is that they intend to attend a four-year university. Most of them apply for scholarships in order to pay for their higher education; I have written many letters of recommendation for them over the years. For many, the reason that the language they have chosen is Spanish has to do with their religious affiliations. They volunteer during their vacations to help build housing in Mexico and Central America. Although some of my students come from divorced parents, they typically have remarried. It is common for both parents to work outside the home. Many of my former students have become teachers; some are employed in the Marysville School District. The ones who talk to me about their goals in life tend to be people-oriented. One particularly bright female student told me she wanted to become a doctor and to work for Doctors without Borders. Recently, I learned that she received a great scholarship to the University of Oregon and has decided to become a nurse instead, still with the idea of traveling to third world countries and helping the less fortunate.

There are no EALR’s or GLE’s for world languages; instead we use the National Standards which are made up of the five C’s: Communication, Cultures, Connections, Comparisons, and Communities. This fall, Washington State decided to adopt the National Standards as their guideline and to re-emphasize the importance of learning a
second language. My third year students learned the preterit past tense in the second semester of second year Spanish. Usually, they also learn the imperfect past tense. As this portfolio’s collections begin, we were finishing up the learning of the imperfect past tense and when to use it versus the other past tense, the preterit.

PARTICULAR STUDENT

The student I have selected is in third year Spanish. He studied first year Spanish with a particularly strong teacher at the junior high. He came to my colleague very well-prepared along with a group of about thirteen others with similar preparation, coming from the same teacher. The other half of her section of Spanish II was made up of students who came from various middle schools and from other small learning communities, most from teachers new to the subject matter. My student is the son of a high school counselor and an elementary school teacher. I’ll call him Enrique. His parents say he is ADD. I know that he is very social, and that he has a difficult time limiting himself to one strain of conversation. He loves to bring up topics that have nothing to do with what we are working on. However, he has a lovely accent in the language, and when he limits himself to Spanish, can communicate with ease. He has twice spent several weeks in Mexico helping build homes with his church group. He loves to sing and has a good voice which certainly helps. He needs a lot of attention, and likes to volunteer constantly, but one of his good friends is in competition with him.

Fortunately, the class is comprised of only fifteen students, so I am able to give opportunities to the others as well. Enrique’s standardized test information shows that he is either meeting or exceeding the standard in every category. In my class for autumn quarter, he earned an A-; currently he has a B+. 
Enrique is a very social eleventh grader. He is bright and headstrong, and involved in sports. He was the kicker for the football team in the fall, was on the basketball team, and is now on the baseball team. However, he recently shared that he tried to get cut at the tryouts, but ended up on the team anyway. He said his dad insisted that he try out. He’s also very involved in student leadership. He sometimes has to miss class to help set up for an assembly or because he is part of the assembly in an athlete’s capacity. In addition, he was injured with torn ligaments, was on crutches for a time, and had doctor’s appointments that took him out of class.

He is a member of my 6th period Spanish III class, and many of the other students are friends of his. One in particular, Pepe, has been his friend since elementary school. I began the year with students seated alphabetically, and it meant that these two buddies were next to each other in the middle, front portion of the room. Each competed with the other for my attention. Both would have their hands up waving frantically every time I asked a question. I had to explain that while others may be more reticent, they also know the answers or can figure them out; we needed to be fair about giving everyone an opportunity to be heard. His biggest challenge will be to learn to share the limelight. He is already a pretty well-rounded person, but he needs to develop his ability to listen.

WHAT ENRIQUE IS LEARNING

We began the year reviewing past tense, and students had to learn another past tense, the imperfect, often used in conjunction with the preterit. As we were finishing this work, in the last week before the Thanksgiving vacation, we began the paper mache phase of a piñata project. It is hands-on, but while they are working, students are directed to discuss
a story line for their piñata character which had to be appropriate for children. The story had to use the two past tenses appropriately. It had to have a title page indicative of the storyline, large type for reading to the class (16 minimum), and visuals for each page, indicative of the action. They were required to turn in a rough draft and the visuals separately. Since I intended to have them read their stories to the class, I decided it would save time if I simply corrected their drafts and required them to turn in a corrected copy with visuals for their grade prior to the presentation. Shortly after we joined the heads to the bodies on the piñata project and soon after beginning the decoration phase, we received a new student, Arturo. He joined us on December 8th, 2008. He is a bilingual student from Texas. Since the project was already under way, I gave the partnerships that only had two members the opportunity to adopt him into their project. Pepe and Enrique naturally were partners, and as usual, they were the first to volunteer. So on, I observed Pepe helping the ladies with an ugly duckling project with Enrique stretched out on the carpet working on the rough draft of the story. They had put Arturo to work decorating their snowman; they said he worked better by himself because he was a perfectionist. Actually, I believe it had more to do with the fact that I would not allow them to simply write their story in English and turn it over to Arturo to translate. (See Table I).

While they were working on this project, I was taking a curriculum course with Dr. Bruce Campbell, and he suggested rubrics for the story and the piñata with room for goal-setting and comments. I passed these out early on, and I must say that students did understand better what they would be graded on, but they did not know how to fill the rubrics out. In addition, I had never created a rubric before, and I didn’t know about the “ruler” function, so my left margin was a bit off the page. The trio of Pepe, Arturo, and
Enrique finished their piñata first. I only include Enrique’s rubric comments here, but if you read Spanish, you’ll notice that they have nothing to do with the project. All three agreed to give themselves the highest marks. (See Tables III and IV).

As part of their first semester exam, my students read their piñata stories to their classmates. If there were terms used that they didn’t know before, they had to write those on the whiteboard in both languages for their classmates. They had to provide a corrected copy for me, and each of them had to have a corrected copy to read from, one with color to hold up for the listeners to see. Since the idea was for them to communicate with their audience, after each reading, classmates had an opportunity to summarize what happened in each story for extra credit points added to their semester quiz on subjunctive. We began those summaries in English, but we switched to Spanish on the second day. Enrique, Pepe, and Arturo did a lovely job of reading. Enrique, in particular was very entertaining, and seemed to love the opportunity to make everyone laugh about Frosty, the snowman. He has lovely pronunciation and has an orator’s style. His only pronunciation problem is not being able to pronounce the “rr”, but he compensated admirably with a similar sound in the back of his mouth. (See Table II).

WHAT ENRIQUE NEEDS TO KNOW

Once the piñata project was under way, we began learning how to form the subjunctive present tense and how to decide whether or not to use it or the indicative present tense after certain impersonal expressions. It was during this time that Enrique began to miss class due to the above mentioned. He did not understand the concept initially, so his first graded workbook assignment received one point out of ten possible. He missed class for two more graded assignments. We played Tic Tac Toe on the
overhead with verbs in subjunctive the day before the first chapter quiz on it. Finally, it seemed everyone was beginning to understand it. The next day, Enrique came in and was accidentally bumped in a strategic location by a female friend. He shouted and bent over, and his friend Pepe exacerbated the problem. I knew we had just enough time for the quiz, so I was a bit on edge myself. Two days before, I had moved the two of them to opposite corners of the room in the back so that we could get some work done. So, I asked the two of them to sit in those seats again. Enrique refused to move, shouting it wasn’t his fault. I had to shout back to make myself heard above the din, and then I lost my temper. I asked if I would need to call his father, the counselor, to lead him to his seat. Finally, he acquiesced. When everyone was working on their quiz, Enrique finished early, but he did not begin the next assignment. By then, I was sitting at my desk right behind him. I asked why he wasn’t working on it, and he said he didn’t feel like it. I took the opportunity to remind him of the two missing graded assignments and asked him about the one point assignment. I thought perhaps my teaching assistant had graded it too harshly. He had it with him, so I looked it over. He said as he handed it to me, “I’m pretty sure I didn’t get any of those right, because I studied last night.” Indeed, he was correct. He did make use of his time to make up one of the two missing assignments, and he received nine out of ten on it. As you can see from the chapter quiz score, he now has the construction in mind, but he doesn’t always remember to apply it, or he makes a mistake in its formation. (See Table V). In the last section, students were told in advance in English what they would be writing in lieu of an essay. He did not follow directions, although they were stated above in Spanish. They had also been explained in English the day before. The results are not as grim as they may appear for his grade since everyone
was in class and took the quiz on the same day; I gave everyone a five percent increase in their score.

As a result of the verbal confrontation between Enrique and me, I wrote to his father. Enrique called me at home on Thursday night to apologize, and he told me that he was tired. I admitted that I was too, and that was how things got out of hand. He suggested we could talk on Tuesday and explained that he didn’t want to leave this for the long weekend. He came back a very subdued young man, but he is listening better, and he is no longer shouting. When students came back after the four day weekend of Valentine’s Day, they had a new seating chart, and Enrique and Pepe are on opposite sides of the room, but at the front. It was too difficult for Enrique to pay attention to what I was trying to teach since his good buddy was right by his side. They wanted to keep up a running under-their-breath dialogue of asides. They were funny, but it was difficult for me at the end of the day.

We are continuing to add layers of uses of the present subjunctive. Last week Enrique told me that he still doesn’t understand when to use it. I would expect that since we tend to avoid its use in English in favor of an infinitive construction. There are two remaining chapters to cover, and usually with time, understanding begins to dawn. While we are concentrating on subjunctive, I don’t want students to forget the two past tenses. We have been viewing an antiquated video series set in Spain in the late 1960’s called “Zarabanda”. Enrique absolutely hates it, mostly due to its British female hostess whose voice he finds annoying. Before each viewing, I summarize the previous episode’s events in Spanish in the two past tenses. Last week, as I was finished speaking, a friend named Enriqueta said, “I actually understood most of that.” Enrique, who was seated in front of
where I stood, said, “I didn’t. You were speaking in a totally different language.” Later I asked if he was serious, and he admitted that he was just kidding.

In my interview with Enrique, I asked what his goals are for the future. He said he wants to attend a four year university, although he’s not sure what he would major in. He is thinking about minoring in Spanish. I encouraged him in that; I told him that he has a lovely accent and a talent for speaking the language. He admitted that he finds it easier to speak it than to understand it. I remarked that usually it is the opposite. Typically, understanding precedes verbal fluency. He said his previous two teachers had told him the same thing. He concluded our conversation saying he would probably end up as a counselor or teacher and coach sports with a big mustache, a humorous reference to his father.

Enrique is a very honest, sometimes too vocal student whom I find endearing, yet challenging, and frustrating. However, I continue to influence his behavior in class as much as I can. Once, he complained that I coach others through their misunderstandings, but I don’t coach him. The very next day, he was struggling with a concept, but when I began trying to help him through it, he was talking instead of listening. I had to remind him that if he would listen, I could help him through it. In our last class, he came to ask if he could write out the missing workbook assignment I mentioned earlier. I had reminded him of it several times to no avail. Now, a month has gone by, and it would be unfair to the other students if I were to change the make up rules just for him. I give students one day for each day of absence.

Early last week, Enrique came in complaining that every day is the same in my class. (We were reviewing for the next chapter quiz – a good day to complain.) I told the whole
class a story about a teacher in California who had a student who came in making negative comments every day. In March of that year, this teacher, Blaine Ray, had heard enough negativity, so he told the girl to refrain from the negativity and he would give her something in return. She kept her part of the bargain. It turned out that she spent that summer in Colombia. When she returned in the fall, she went to see Mr. Ray and told him she understood a lot of the Spanish and was able to communicate. She had signed up for Spanish III. He enthusiastically replied that he was certain that she would enjoy that. She answered, “I will not.” Two years after she graduated, when she was attending the university, this girl came back to speak to his classes and basically to promote him. Mr. Ray went on to say that now when the entire class gets into a moaning phase, he puts a stop to it right away. When he passes out readers to his third year classes instead of a collective groan, students say, “Yippee!” As he put it, “We all know it’s a joke, but it’s a positive one. I feel good and they do too.” The following day, I read the next part of the story to them. This was in regards to a girl who always had a positive attitude and brought little gifts to her teachers. At the end of the year, there was an awards assembly and Mr. Ray was unable to attend, but he was told that it was basically her show. He said that when she came to ask if he would write her a recommendation for a scholarship, he couldn’t help but focus on all the positive qualities she had displayed over the year. Of course, the moral was not lost on my class, least of all on Enrique.

CONCLUSION

I find that as a world language teacher, I am using personal communication to verify students’ understanding of concepts and oral assessment, whether formally, as in the piñata stories, or informally, as in the daily verbal work, even more than the attached
written forms of assessment. The piñata story is included as a celebration entry; they understood the format, and they wrote and performed it well. The first quiz in choosing subjunctive or normal present tense shows me that Enrique couldn’t distinguish at that time. The first chapter quiz in subjunctive shows an emergent understanding of the construction and strength in reading and listening comprehension, plus a good memory for vocabulary. The last graded workbook assignment indicates that he is learning the format, although he made a few spelling errors. I expect that soon he will be coming to class making statements of reaction or anticipation in Spanish using the subjunctive tense accurately in a humorous way.
REFERENCES

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For Supervision and Curriculum Development.


Performance Language Institute.


Había una vez un hombre de nieve. Todos los niños lo amaban. Todos los días el hombre de nieve se cantan y bailan con los niños. Un día el sol fue muy enfadado y decía el hombre de sol tiene canta y baila el mucho bueno baile. Pero el hombre de nieve no pude canta y baila bueno el sol fue fonder el nombre de nieve. Los niños y el hombre de nieve practican todos los mananas y noches. Cuando el tiempo viene para el hombre de nieve a baile y canta para el sol el fue mucho prepara. El sol vió el hombre baila y canta para mucha horas. Cuando el hombre de nieve acabó de bailar y cantar el sol era muy feliz. El sol le dijo a el hombre de nieve que nunca se irá a reditir. Los niños y el hombre de nieve baile y canta para todos los días y vivieron felices para siempre.
Table II: piñata story as submitted, but with my corrections for the oral presentation
Había una vez un hombre de nieve. Todos los niños lo amaban.
Todos los días el hombre de nieve cantaba y bailaba con los niños.
Un día el sol estaba muy enfadado y le decía al hombre de nieve que tenía que cantar y bailar un muy buen baile, el sol fue a derretir el nombre de nieve.
Los niños y el hombre de nieve practicaban todas las mañanas y noches. Cuando el tiempo vino para su baile y canto para el sol, él estaba bien preparado.
El sol veía al hombre bailar y cantar por muchas horas. Cuando el hombre de nieve acabó de bailar y cantar, el sol estaba muy feliz. El sol le dijo al hombre de nieve que nunca se iba a derretir. Los niños y el hombre de nieve bailaban y cantaban para todos los días y vivieron felices para siempre.
Table III

<table>
<thead>
<tr>
<th>Story Rubric</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our story has title page with a title that fits the story and visuals that show the main character.</td>
<td>3</td>
</tr>
<tr>
<td>Our story details the setting, using the correct past tense.</td>
<td></td>
</tr>
<tr>
<td>Our story contains at least two incidents showing the main character.</td>
<td></td>
</tr>
<tr>
<td>Our story contains interesting visuals that help highlight the plot and the text.</td>
<td></td>
</tr>
<tr>
<td>All verbs are in the correct tense, and all editing errors have been corrected.</td>
<td></td>
</tr>
<tr>
<td>Our story has a title that suggests the story and some visuals.</td>
<td>2</td>
</tr>
<tr>
<td>Our story contains one incident showing the main character.</td>
<td></td>
</tr>
<tr>
<td>Our story contains a couple of visuals that suggest the plot.</td>
<td></td>
</tr>
<tr>
<td>Our story has a humorous conclusion.</td>
<td></td>
</tr>
<tr>
<td>Most of our verbs are in the correct tense, and some of the editing errors have been corrected.</td>
<td></td>
</tr>
<tr>
<td>Our story has no title page.</td>
<td>1</td>
</tr>
<tr>
<td>Our story has no setting.</td>
<td></td>
</tr>
<tr>
<td>Nothing happened in our story.</td>
<td></td>
</tr>
<tr>
<td>Our story has no visuals.</td>
<td></td>
</tr>
<tr>
<td>Our story has no conclusion.</td>
<td></td>
</tr>
<tr>
<td>Some of our verbs are in the right tense, and my partner was supposed to correct the errors.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:  

Goals/Actions:  

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### Table IV

<table>
<thead>
<tr>
<th>Piñata project – Nombre</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been in class each day of the piñata project.</td>
<td>I have followed instructions.</td>
</tr>
<tr>
<td>I have missed class ___ times.</td>
<td>I decided to try my own style of decorating.</td>
</tr>
<tr>
<td>I have not been in class for the piñata work.</td>
<td>I was unhappy with a certain section and removed all the decorating and started over.</td>
</tr>
</tbody>
</table>

Comments: *Me gustan manzanas*

Goals/Actions:
Table V: The first chapter quiz in present subjunctive.

<table>
<thead>
<tr>
<th>ESPAÑOL III EXAMEN</th>
<th>31</th>
<th>+2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nombre</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>19</td>
</tr>
</tbody>
</table>

1. **COMPRENSIÓN ORAL**

Para atletas. El entrenador está hablando con los atletas sobre las dietas. Lee las siguientes oraciones. Luego escucha lo que dice el entrenador y selecciona la mejor respuesta. Escucha una vez más para verificar tus respuestas. ca. 5 pts:

<table>
<thead>
<tr>
<th>Respuestas</th>
<th>1. Los atletas jóvenes...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. no tienen que preocuparse de la dieta</td>
</tr>
<tr>
<td></td>
<td>b. no deben comer demasiado</td>
</tr>
<tr>
<td></td>
<td>c. deben comer más</td>
</tr>
<tr>
<td></td>
<td>ch. deben evitar la proteína</td>
</tr>
</tbody>
</table>

2. Es mejor que los atletas jóvenes coman...

<table>
<thead>
<tr>
<th>Respuestas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. tres comidas al día</td>
</tr>
<tr>
<td>b. comidas grandes</td>
</tr>
<tr>
<td>c. sólo a ciertas horas</td>
</tr>
<tr>
<td>ch. frecuentemente</td>
</tr>
</tbody>
</table>

3. Los jóvenes que nadan deben...

<table>
<thead>
<tr>
<th>Respuestas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. comer más papas</td>
</tr>
<tr>
<td>b. hacer ejercicio prolongado</td>
</tr>
<tr>
<td>c. correr más</td>
</tr>
<tr>
<td>ch. comer menos</td>
</tr>
</tbody>
</table>

4. Según el entrenador es importante tomar agua...

<table>
<thead>
<tr>
<th>Respuestas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. si practicas natación</td>
</tr>
<tr>
<td>b. al hacer ejercicio</td>
</tr>
<tr>
<td>c. cuando hace calor</td>
</tr>
<tr>
<td>ch. a, b y c</td>
</tr>
</tbody>
</table>

5. Según el entrenador, los atletas deben...

<table>
<thead>
<tr>
<th>Respuestas</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. evitar los dulces</td>
</tr>
<tr>
<td>b. conservar energía propia</td>
</tr>
<tr>
<td>c. seguir sus consejos</td>
</tr>
<tr>
<td>ch. a, b y c</td>
</tr>
</tbody>
</table>

**VOCABULARIO**—Saça una palabra de esta lista y escribe con una frase:

- dormida
- prestéame
- engorda
- mundial
- exige
- adelgaza
- piscina
- chuchería
- socia
- quizás
- galletitas
- esperanzas

1. El equipo de nadar usa la _?_ a las tres.

2. Tenemos _?_ de ganar la lotería este sábado.

3. No tengo mi libro. _?_ el tuyo por favor.

4. La profesora _?_ mucho trabajo de nosotros.

5. Ana estaba _?_ durante la clase y no oyó nada.

6. Pásame más _?_ para mi sopa, por favor.

7. Sara no _?_ porque come demasiado _?_.

8. Marta es muy lista y es _?_ del Club Honor.

9. Algun día los Marineros de Seattle van a ganar la Serie _?_ de Beisbol.
¿Está usted evitando hacer ejercicio en forma regular porque tiene miedo de que una mayor actividad le dé más apetito y le haga engordar?

Aunque el ejercicio no suprime el apetito, la evidencia más reciente muestra que hacer una actividad física no estimula el apetito ni hace engordar a la persona.

Un estudio reciente de la Escuela de Medicina de la Universidad de Washington demostró que la actividad física no cambia en absoluto el apetito de las mujeres y aumenta muy poco el de los hombres.

Una experta afirma que un programa regular de ejercicios le permite a la persona comer una porción extra de pastel sin engordar. Las calorías quemadas durante el ejercicio compensan la diferencia.

Se recomienda que el aumento de actividad vaya acompañado de una dieta que incluya los grupos básicos de alimentos.

1. Algunas personas no hacen ejercicio porque piensan que con el ejercicio van a tener más hambre.

2. El estudio de la Universidad de Washington demostró que la actividad física afecta mucho el apetito.

3. El efecto que el ejercicio tiene en el apetito es diferente entre las mujeres y los hombres.

4. Cuando una persona hace ejercicio regularmente, puede comer más sin engordar.

5. Según la experta, el ejercicio quema pocas calorías.

¿SUBJUNTIVO O NO? Conjugue el verbo en paréntesis. lea (5)

pase 1. Es terrible que tanto crimen (pasar) en nuestras ciudades.

salas 2. Es preciso que tu (salir) a tiempo.

señalamos 3. Es obvio que nosotros (saber) bien la lección.

sea 4. Es dudoso que yo (ser) millonario en el futuro.

tenga 5. Es seguro que el mundo (tener) mucha contaminación del aire.
Table VI: Below is the last graded workbook assignment in present subjunctive. He didn’t finish or his score would have been higher.
- $\frac{7\frac{1}{2}}{35} = \frac{8}{10} \times 2 = \frac{16}{20}$

1. sugiero que no grites
2. recuérdame que juegues
3. prefiero que escuches
4. quiero que comas
5. insisto en que tengas
6. aconsejó que no te enojes
7. te pido que te cambies
8. insisto en que le escribas
9. sugiero que duermas
10. quiero que se diviertas

1. sus amigos aconsejan que lleven
2. el profesor prefiere que estudien
3. el subdirector quiere que ganen
4. los padres quieren que jueguen
5. la entrenadora pide que lleguen
6. el director recomienda que descansen
7. la profesora insiste en que sean

1. aconseja que Beren escriba
2. insiste en que Rubén y Joel trabajen
3. aconseja que asistas al colegio
4. insiste en que Ana no duerma en clase
5. aconseja que no coma
6. insiste en que Barbara lave su coche
7. Ella aconseja que subamos
8. insiste en que cuelgue su ropa

1. es dudosa que los chicos deban nadar
2. es triste que los jugadores ven a practicar
3. es curioso que los pequeños no quieran
4. es curioso que los niños no quieran
Table VII: The first quiz in present subjunctive, given in the same time period as the piñata stories were being presented orally.
¿SUBJUNTIVO O NO? -- Conjuga el verbo en paréntesis y escribe.

1. Es seguro que mis amigos (querer) ir al concierto.
2. Es preciso que el equipo (ganar) este partido.
3. Es mejor que tú (almorzar) en la cafetería.
4. Es obvio que María (tener) mucho dinero.
5. Es cierto que yo (ser) muy inteligente. Tengo buenas notas.
6. Es curioso que Úds. nunca (hacer) la tarea.
7. Es terrible que él no (ir) a sus clases.
8. Es probable que yo (sacar) una buena nota.
9. Es improbable que nosotros (ver) la televisión esta noche.
10. Es imposible que no (llover) en Marysville en el invierno.
**VOCABULARIO**--Forma parejas del vocabulario. Escribe la letra con la palabra.

1. exigir
   a. to lose weight
   b. to lift weights
   c. world
   d. to continue, follow
   e. to demand
   f. crime
   g. to gain weight
   h. I hope
   i. the only thing
   j. pollution
   k. cookie, cracker
   l. to breathe
   m. it's a shame

2. galleta
3. adelgazar
4. lo único
5. ojalá
6. es lástima
7. mundial
8. engordar
9. crimen
10. levantar pesas

**VOCABULARIO** Escoge una palabra de la lista y escribe con la descripción apropiada. (contaminación - cortes - deseos - dieta - dormido - empleo - evidente - millonarios - mundial - piscinas - prestar - saludable - socios)

1. dormido 1. no atento, no despierto
2. empleado 2. trabajo
3. contaminación 3. la destrucción del medio ambiente
4. piscinas 4. donde nadamos cuando no hay lagos
5. dieta 5. comida nutritiva para mejorar la salud
6. saludable 6. no malo para la salud
7. deseos 7. esperanzas
8. millonarios 8. personas con muchísimo dinero
9. socios 9. personas que pertenecen a los clubes
10. evidente 10. obvio