

Spanish 3

Coursebook



Oak Meadow

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Table of Contents

Introduction	ix
Course Materials	
What to Expect in This Course	
Online Resources	
Share Your Work	

Preliminar

Regular present tense verb conjugations of regular and irregular verbs	
Irregular verbs in the <i>yo</i> form	
Stem-changing verbs	
When to use <i>saber/conocer</i> and <i>ser/estar</i>	
Reflexive verbs	
Comparisons	

Lesson 1: Uno	1
----------------------------	---

Lesson 2: Dos	5
----------------------------	---

Unidad 1: México

Preterite tense with regular verbs and irregular verbs	
Verbs ending in <i>-car</i> , <i>-zar</i> , and <i>-gar</i>	
Mexican poetry	
Conjugations of the preterite tense of <i>saber</i> and <i>conocer</i>	
When to use the preterite vs. imperfect tense	

Lesson 3: Tres	9
-----------------------------	---

Lesson 4: Cuatro	13
-------------------------------	----

Lesson 5: Cinco	17
------------------------------	----

Unidad 2: Estados Unidos

Informal commands using *tú*
 Polite requests
 Commands using *usted*, *ustedes*, and *nosotros*
 Vocabulary related to communication and media
 Using pronouns with commands
 Impersonal expressions with infinitives

Lesson 6: Seis	21
Lesson 7: Siete	23
Lesson 8: Ocho	25
Lesson 9: Nueve	27
Oral Discussion and Mini-Project	

Unidad 3: Centroamérica

Vocabulary related to environmental issues
 Vocabulary related to government, society, and business
 Discussing future events using the verb *ir*
 Future tense
 Using *por* and *para*
 The subjunctive mood

Lesson 10: Diez	29
Lesson 11: Once	33
Lesson 12: Doce	37
Lesson 13: Trece	39
Mini-Project	

Unidad 4: El Caribe

Vocabulary related to personal characteristics and ways to describe people
 Changing adjectives to nouns
 Using the subjunctive with wishes, desires, emotions, and expressions of doubt
 Using the subjunctive with verbs of influence

Lesson 14: Catorce	41
Lesson 15: Quince	45
Lesson 16: Dieciséis	49
Lesson 17/18: Diecisiete/Dieciocho	51
Oral Discussion and Semester Project	

Unidad 5: Los Países Andinos

Vocabulary related to computers and other valuable items
 Using the subjunctive with conjunctions
 Using the subjunctive with the unknown
 When to use *que* and *cual*
 The conditional tense
 How to use reported speech

Lesson 19: Diecinueve	53
Lesson 20: Veinte	55
Lesson 21: Veintiuno	59
Lesson 22: Veintidós	63
Collaboration	

Unidad 6: España

Vocabulary related to people, places, and neighborhoods
 Using past participles as adjectives
 The present perfect, past perfect, and future perfect tenses

Lesson 23: Veintitrés	69
Lesson 24: Veinticuatro	73
Lesson 25: Veinticinco	77
Lesson 26: Veintiséis	79
Oral Discussion and Mini-Project	

Unidad 7: Colombia y Venezuela

Vocabulary related to work, school activities, and career opportunities
 Using the imperfect subjunctive
 Using the past subjunctive with the present and past perfect tenses

Lesson 27: Veintisiete	81
Lesson 28: Veintiocho	83
Lesson 29: Veintinueve	85
Lesson 30: Treinta	87
Mini-Project	

Unidad 8: El Cono Sur

Vocabulary used to discuss and critique literature
 The past progressive tense
 Using the subjunctive with conjunctions
 How to use *se* and indirect object pronouns with accidental or unplanned occurrences

Lesson 31: Treinta y uno	89
Lesson 32: Treinta y dos	93
Lesson 33: Treinta y tres	95

Lesson 34/35: Treinta y cuatro/Treinta y cinco	97
Oral Discussion and Final Project	

Lesson 36: Treinta y seis	99
Reflection and Survey	

Appendix

Academic Expectations	102
Original Work Guidelines	102
Finding Reputable Sources	103
Citing Your Sources	104
Elements of Good Writing	107
The Writing Process	110



Introduction

Welcome to *Spanish 3*! In this course, you will use all you have learned in Spanish 1 and Spanish 2, and continue to develop your reading, writing, and conversational skills. Your first task is to read this introduction in full, as it will serve as a good refresher for those who have previously taken Oak Meadow Spanish courses and provide important information for those new to Oak Meadow.

Course Materials

This coursebook contains all the instructions and assignments for Spanish 3. In addition to this coursebook, the following materials are included with this course package:

- *¡Avancemos! Level 3* (Houghton Mifflin Harcourt, 2018)
- blank journal

As you complete your assignments, you will be using a blank journal to record ideas, questions, and sketches inspired by your readings. Writing down new vocabulary words and phrases in your study journal will help you remember them more easily. You can jot down grammar rules and terms, draw places you read about or would like to visit, and doodle images to help with vocabulary memorization. This journal will become a valuable study tool.

You will find journal suggestions throughout this coursebook. Use your journal every time you study to help you retain knowledge, organize your thoughts, and shape your projects. Students enrolled in Oak Meadow School will share their journal with their teacher at the end of each semester.

What to Expect in This Course

In this course, there are 36 lessons divided equally into two semesters. Each lesson represents one week of study (approximately five hours of work). Read each lesson in its entirety before beginning work on the assignments or textbook reading. This will give you a sense of how to pace yourself and organize your time.

Each lesson is divided into sections to guide your studies and deepen your understanding of the material:

An **Assignment Checklist** is included at the beginning of each lesson; you can see at a glance what is required and check off assignments as you complete them. Assignments are fully explained in the lesson.

Learning Objectives outline the main goals of the lesson and give you an idea of what to expect.

Assignments include the reading and writing you will be doing. These assignments highlight key concepts and give you an opportunity to apply your knowledge.

Háblame (Talk to Me) speaking exercises are included every few lessons, giving you the opportunity to practice your pronunciation and receive feedback. You will be recording short audio tracks using the free and easy-to-use online tool at Vocaroo.com.

Study Journal guidelines are listed in each lesson. You will often be writing notes in your own words rather than copying textbook information verbatim; using your own words will help you remember the material more easily.

Cositas Culturales (Cultural Tidbits) sections offer information about traditions, current events, and items of interest that will help you expand your understanding of Spanish-speaking cultures.

Extend Your Learning activities are optional and offer additional ways to explore the topics you are studying.

Share Your Work provides reminders and information for students who are enrolled in Oak Meadow School and submitting work to their Oak Meadow teacher.

The **Appendix** contains important material that you will be expected to know, use, and demonstrate mastery of throughout the year. Take some time to read through the appendix, paying particular attention to the sections on academic expectations, original work guidelines, plagiarism, and citing your sources.

You are encouraged to make a set of flash cards to help you study the vocabulary words from each unit. Write each vocabulary word in Spanish on one side of an index card and in English on the other side. You can test yourself by looking at the Spanish word first and translating it into English, or you can have the English appear first to test your recall of the Spanish words. Spending just a few minutes a day or 15 minutes a week quizzing yourself with homemade flash cards can boost your retention and recall, and make learning Spanish easier, more effective, and more enjoyable.

Online Resources

Throughout the course, you will be using articles, videos, and other resources that will enhance your understanding of the material. All of these online resources can be found under the Spanish 3 tab at www.oakmeadow.com/curriculum-links. You can bookmark this webpage for easy reference.

Throughout both the textbook and this coursebook, you will be referred to online resources from the my.hrw.com website. Use the login information in the textbook to access the online site. You can access many of the activities in the textbook, including audio and video resources. In order to take advantage of all the interactive elements on the website, make sure your plug-ins are updated (you'll see a list of what you need when you click on the textbook). If you choose to work from the online site, remember you still need to share your work with your teacher.

Share Your Work

If you are enrolled in Oak Meadow School, you will be reminded to submit your work to your Oak Meadow teacher after every two lessons. Continue working on your next lessons while you are waiting for your teacher to send lesson comments. After you have submitted the first 18 lessons, you will receive an evaluation and grade for the first semester. At the end of 36 lessons, you will receive a final evaluation and grade.

All your work will be shared with your teacher via a shared Google course doc, which will be sent to you by your teacher. If you choose to do the textbook assignments online (using the Holt website), you can submit a PDF, screenshot, or scan of your online work by linking it to your Google course doc.

Remember to label the assignments in your course doc carefully. Your Oak Meadow teacher will make notes and corrections right in your course doc, which makes it easier to see where mistakes are and to make corrections.

Please stay in touch with your Oak Meadow teacher throughout this course to share your comments, ideas, questions, and challenges. Your teacher is eager to help you have a successful learning experience.

¡Buena suerte! ¡Empecemos!

(Good luck! Let's begin!)

Lesson

1

Uno

Learning Objectives

In this lesson, you will:

- Review present tense verb conjugations with regular and irregular verbs.
- Review irregular verbs in the *yo* form.
- Review the conjugation of stem-changing verbs.

Assignments

1. Read the information on pages xxx–xxxvii of your textbook. These tips and strategies will be helpful to keep in mind as you continue your Spanish language journey. While exciting and satisfying, the process of mastering a language can also feel long and frustrating. The information given here will be useful to keep in mind as you move forward. Pages C1–C25 provide a variety of information about cultural aspects of the countries you'll study throughout the course.
2. Read and listen to Lucía's blog on pages 2–3. You likely recognize many of these words. After reading through the blog once, look up any words you don't know, and make note of them in your journal.
3. Read the information about the present tense of regular verbs presented on page 5. Practice these conjugations with exercise 3 (5).
4. Read and listen to the brief biographies about well-known Spanish speakers on pages 6–7. Look up any words you don't know, and add them to your journal.

When looking up unfamiliar words, remember to use a reputable dictionary. If you don't have one handy, you can use the dictionary link found under the Spanish 3 tab at www.oakmeadow.com/curriculum-links. Online translators (such as Google Translate) are not good options when

ASSIGNMENT CHECKLIST

- Complete assignments about the present tense of regular and irregular verbs, verbs with irregular *yo* forms, and stem-changing verbs.
- Practice pronouncing words using the letter *b* and *v*.
- Take notes in your journal.
- Extend Your Learning: Learn about common Spanish gestures.

learning a language, as they don't provide context for the language. For example, the word *shot* could be gunshot, injection, a chance at success, etc.

5. Practice your listening comprehension by completing the *¡A Responder!* section at the bottom of page 7. For each number, just write *cierto* if the statement is true and *falso* if the statement is false.
6. Review the explanation of the present tense of irregular verbs on page 8. These are important to be very familiar with as the verbs *ser*, *estar*, and *ir* are some of the most commonly used verbs in Spanish. Practice these conjugations with exercises 4 and 5 (8).
7. Review the explanation on page 9 of verbs with irregular *yo* forms in the present tense, and then complete exercise 6 (9).
8. Review the explanation of stem-changing verbs on page 10. Remember, stem-changing verbs are sometimes called “boot verbs” because if we draw a line around the subjects in a verb chart that change in the stem when conjugated, it makes the general shape of a boot. Practice conjugating stem-changing verbs with exercise 8 (10).

querer to want	
quiero	queremos
quieres	queréis
quiere	quieren

9. Read the information about the irregular verbs *decir*, *tener*, and *venir* on page 11.
10. Practice all the verbs from this lesson by responding to the questions below in complete sentences.
 - a. *¿Qué dices cuando es el cumpleaños de tu amigo?*
 - b. *¿Cuántos años tienes?*
 - c. *¿De dónde eres?*
 - d. *¿Con quién estás?*
 - e. *¿Adónde vas los fines de semana?*
 - f. *¿Puedes nadar? ¿Dónde nadas?*
 - g. *¿Qué sirven en tu restaurante favorito?*

Háblame (Talk to Me)

Read the pronunciation note about the letters *b* and *v* on page 5. Record yourself saying the words and tongue twisters (*trabalenguas*) listed. Use Vocaroo.com to record yourself. Once you've made your recording, you'll see a Save button and many options for formatting. The best choice is to copy the link to your recording and paste the link into your Google course doc. You'll complete many recordings like this throughout the course. The goal is for you to get used to hearing yourself speak Spanish and for your teacher to give you any needed pronunciation feedback.

Study Journal

In your journal, take notes from the following sections:

- regular verb conjugations in the present tense (5)
- irregular verb conjugations in the present tense (8)
- irregular verb conjugations in the *yo* form (9)
- stem-changing verb conjugations (10)

***Cositas Culturales* (Cultural Tidbits)**

Learning a language has a variety of benefits, including some you may not have considered. Read the article below to learn about some of these benefits. (All online links can be found at www.oakmeadow.com/curriculum-links.) What benefits are new to you? In your opinion, which benefit is the most important? Why?

“The Benefits of Learning a Second Language” (omniglot.com)

Extend Your Learning

While this course focuses on written and oral Spanish, there is a whole language of unspoken Spanish. Read the article below for some visuals and descriptions of gestures common to many Spanish speakers.

“Learn Spanish Gestures” (theguardian.com)

SHARE YOUR WORK

You will be sharing your work with your teacher at the end of the next lesson. If you have any questions about the readings or assignments, please let your teacher know right away.

Many Spanish words have accents over certain letters. When writing by hand, it is easy to include these accents, but when typing, you can still include them fairly easily. In your Google course doc, you'll find macrons in this way:

- Go to the Insert menu.
- Click on Special Characters.
- In the drop-down menu on the left side, choose Latin (because Spanish is a Latin-based language).
- Click on the desired letter, and then click Insert.
- When you've inserted the letter once, it will be stored right below the letter grid for easy retrieval.

This sounds complicated but it's not, and you'll quickly get the hang of it.

There are also keyboard shortcuts you can learn, which are explained in "How to Type Spanish Letters and Accents" on spanishdict.com. Another option is using spanish.typeit.org to write your assignments, then cutting and pasting your work into your Oak Meadow course doc.

You will find links to these resources and more at www.oakmeadow.com/curriculum-links.

Lesson

2

Dos

Learning Objectives

In this lesson, you will:

- Review when to use *saber* and *conocer*, and *ser* and *estar*.
- Review using reflexive verbs.
- Review how to make comparisons.

Assignments

1. Read and listen to the dialogue on pages 12–13. You will likely recognize quite a few words here, and some will be new. Look up any unfamiliar words in a dictionary, and make note of them in your journal.
2. Make note of the information regarding *saber* and *conocer* on page 14. Practice conjugating these verbs with exercise 11 (14).
3. Continue to practice using *saber* and *conocer* by describing a famous person. Use the verb *conocer* to discuss people and places this person is familiar with and *saber* to describe what the person knows how to do. Don't name the person—your teacher will try to guess! See the example below:

Ella conoce a Marc Anthony y Alex Rodriguez. Ella sabe bailar y cantar. Ella también sabe actuar. Ella conoce muchos países en el mundo.

(¡Es Jennifer Lopez!)

4. On page 15, review the information about when to use *ser* and when to use *estar*. This is probably a topic you've been seeing since the start of your Spanish studies, and you'll continue to

ASSIGNMENT CHECKLIST

- Complete assignments about *saber* and *conocer*, *ser* and *estar*, reflexive verbs, and comparisons.
- Practice speaking by describing a famous person.
- Take notes in your journal.
- Extend Your Learning: Learn about life in other countries, as seen through photography.

see it since these verbs are used very frequently in the language. The following rhyme can help you remember when to use each:

For how you feel and where you are,

Always use the verb estar.

For who you are and where you're from,

Then use ser, the other one.

Practice using these verbs with exercise 13 on page 15.

5. Read and listen to the description of Jimena's typical day on page 16. Look up any new words. You'll see a variety of reflexive verbs, as they are commonly used to describe daily routines.
6. Read the explanation of reflexive verbs on page 18. Remember, they are conjugated the same as regular verbs but are used with reflexive pronouns. Practice conjugating reflexive verbs with exercises 15 and 16 (18).
7. Continue to practice using reflexive verbs by completing exercise 18 on page 19. Respond to the questions in complete sentences.
8. Read and listen to the restaurant descriptions on pages 20–21. Look up any new words. *¿Cuál restaurante prefieres? ¿Por qué?*
9. Read about making unequal comparisons (“more than” and “less than”) on page 22, and then complete exercise 19 (22).
10. Read about making equal comparisons (“the same as”) on page 23, and then complete exercise 21 (23).
11. Continue to practice making comparisons by writing five phrases in which you compare yourself to your friends and family. Use the verbs in the box in exercise 23 for ideas, but feel free to use any vocabulary words or verbs you know.

Example: *Mi madre es más alta que mi hermano. Mi amiga es tan cómica como yo.*

Háblame (Talk to Me)

Record the description of your famous person from assignment #3 above at Vocaroo.com, and include the link to your recording in your Google course doc.

Study Journal

In your journal, take notes from the following sections:

- *saber vs. conocer* (14)
- *ser vs. estar* (15)

- reflexive verbs (18)
- comparisons (22–23)

***Cositas Culturales* (Cultural Tidbits)**

While the grammar and vocabulary you learn through your Spanish courses are important and help you to master the language, there are some additional phrases that will help you make connections with Spanish speakers. See the list below for some you may not have thought of!

“15 Encouraging Phrases a Spanish Speaker Like Me Would Love for You to Learn” (upworthy.com)

Extend Your Learning

Pictures are some of the most effective tools to help understand what the rest of the world is like. Images can make us feel and know things not possible using words alone. See the article below for some amazing photography from around the world that gives us glimpses into the realities lived in communities far from our own. (Note: photos #5, 8, 9, 12, 15, 19, and 35 are all from Spanish-speaking countries.)

“Photos of the Week: 8/8–8/14” (2015) (theatlantic.com)

SHARE YOUR WORK

When your work for this lesson is complete, please add lessons 1 and 2 to your shared Google course doc. Remember to label all assignments carefully. Then use the “Email collaborators” command under the “File” menu of your doc to let your teacher know it is ready for review. If you are sending work through the mail, please send it directly to your teacher.

If you have any questions about your assignments now or in the future, please don’t hesitate to contact your teacher.

Lesson

6

Seis

Learning Objectives

In this lesson, you will:

- Review making informal commands using *tú*.
- Become familiar with how to make polite requests.

Assignments

1. Read the information about the Spanish-speaking presence in the United States on pages 88–89. The theme of this unit is *Todos para uno y uno para todos*. What does this mean to you? See the number of people per state from Spanish-speaking backgrounds. Research information for your state (or a state of your choice if you live outside the U.S.). How does it compare to the states listed in the textbook?
2. Read and listen to the vocabulary related to volunteer work on pages 92–93. Practice using this new vocabulary with exercises 1 (listening) and 2 on page 94.
3. Read the *Repaso gramatical* on page 96 regarding making requests. Practice this phrasing by completing the *Para y Piensa* (96).
4. On page 97, you're presented with an explanation of how to form *tú* (informal) affirmative and negative commands. Practice these commands with exercises 6 and 7 (98). For exercise 7, add a few commands directing visitors to do (or not do) certain activities in your city.
5. Continue to work with commands by completing exercise 8 (99).
6. Work more with informal commands by giving advice to your friends about how to have a perfect summer. Include the following:
 - vocabulary from this and the previous lessons
 - positive and negative informal commands
 - regular and irregular informal commands
 - visuals of some sort (drawings, pictures, etc.)

ASSIGNMENT CHECKLIST

- Complete assignments about making requests, and informal affirmative and negative commands.
- Practice pronouncing words with the *ch* sound.
- Take notes in your journal.
- Extend Your Learning: Learn about migrant farm workers in the United States.

Háblame (Talk to Me)

Read the pronunciation note about the *ch* sound on page 101. Record yourself saying the letters and *trabalenguas*, and then copy and paste the link to your recording in your Google course doc.

Study Journal

In your journal, take notes from the following sections:

- making requests (96)
- *tú* commands (98)

Cositas Culturales (Cultural Tidbits)

Language is constantly morphing and evolving and mixing (Spanglish!), and history and culture have a lot to do with those changes. There are many similarities between Arabic and Spanish, just as you've probably noticed that there are many similarities between English and Spanish. In the case noted below, the Arab people (Moors) lived in Spain for quite some time and influenced the language there greatly. (All online links can be found at www.oakmeadow.com/curriculum-links.)

"2 university students discover they have more in common than they thought just by saying 8 words" (upworthy.com)

Extend Your Learning

A major source of the Spanish-speaking presence in the United States is migrant workers. These are people who work during the agricultural seasons of various fruits and vegetables (mainly) across the U.S., often without official working papers and at wages far below the minimum. See the images in the link below. Which image most impacts you? Why?

"Riveting Photos of Migrant Workers Remind Us Who Really Harvests Our Food"
(huffpost.com)

SHARE YOUR WORK

When your work is completed for lessons 5 and 6, add it to your course doc. Make sure all assignments are clearly labeled. Notify your teacher when your lessons are ready for review.

Lesson 17 / 18

Diecisiete/Dieciocho Oral Discussion and Semester Project

Learning Objectives

In this lesson, you will:

- Use your Spanish to communicate with your instructor in an oral discussion.
- Complete a project in which you act on an issue of importance to you related to the Spanish-speaking world.

ASSIGNMENT CHECKLIST

- Converse with your teacher in Spanish.
- Complete your semester project.

Assignments

1. It's time for your second oral discussion. The questions below will guide your conversation. Be in touch with your instructor to schedule a time to meet.
 - a. When do we use the subjunctive tense? How do we form it?
 - b. Which of the sentences below need the subjunctive and which need the indicative? Why?
 - *Es importante que yo _____ (estudiar) español.*
 - *Es cierto que yo _____ (estudiar) español.*
 - *Mi profesora quiere que yo _____ (estudiar) español.*
 - *Dudo que _____ (estudiar) español.*
 - c. Give an example sentence with *por* and one with *para*. Explain why you used each when you did.
 - d. How do we form the future tense? What are similarities and differences between how we conjugate the future tense and other tenses?
 - e. *¿Qué harás mañana? ¿Adónde irás este verano?*
2. To wrap up the first semester, you'll complete your semester project by presenting something in Spanish that includes the grammar and vocabulary you've seen so far and ties into the topic you've researched and acted upon. You'll continue or complete your action, as needed, and create a final sharable project that highlights what you've learned about this issue. Look at the history, how it became an issue, what the details of the problem are, and what are some ideas for

resolution. Describe what action you took, your successes and challenges, and how you might adjust your actions going forward. You can present your project in any way you like. Make sure to include the following elements:

- the information mentioned above
- images/visuals
- cited sources
- various grammatical structures
- *por/para*
- subjunctive mood
- future tense
- commands
- preterite and imperfect

SHARE YOUR WORK

Stay in contact with your teacher as you begin to finalize your project in a sharable form. Let your teacher know how you plan to present your project.

If you are unsure how to submit your final project when it is complete, contact your teacher. When your project is complete, send it and then notify your teacher it has been submitted. Discuss with your teacher the review of your journal.

Begin working on lesson 19 while you wait for your semester evaluation.

Lesson

23

Veintitrés

Learning Objectives

In this lesson, you will:

- Learn vocabulary related to people, places, and neighborhoods.
- Become familiar with how to use past participles as adjectives.

Assignments

1. Read the information about Spain on pages 327–328. What did you already know about this country? What have you learned that you find interesting?
2. Read and listen to the vocabulary related to people, places, and neighborhoods presented on pages 332–333 (definitions are on page 353). What are some other vocabulary terms you would add to this list?
3. Practice using these new vocabulary words with exercises 1 and 2 (334).
4. On page 337, read the information regarding how to use past participles as adjectives. Complete exercises 5 and 6 (338).
5. Continue to practice using past participles as adjectives by responding to the following questions in complete sentences.
 - a. *¿Tu televisión está apagada o encendida?*
 - b. *¿Tu ropa está colgada o puesta en el piso?*
 - c. *¿Tu cuarto está organizado o caótico?*
6. Complete exercise 11 (341) by using the words in the box to create sentences that are true for your life. Example: *Mi hermana y yo dormimos en cuartos separados.*

ASSIGNMENT CHECKLIST

- Complete assignments using past participles as adjectives and new vocabulary.
- Practice pronouncing words with the letter *h*.
- Take notes in your journal.
- Extend Your Learning: Practice your Spanish language skills by watching a Spanish *telenovela*.

Háblame (Talk to Me)

Read and listen to the pronunciation note about the letter *h*. Record yourself saying the words and *trabalenguas*, and include the link to your recording in your Google course doc.

Study Journal

In your journal, take notes from the following section:

- past participles as adjectives (337)

Cositas Culturales (Cultural Tidbits)

One of the most fun holiday traditions in Spain is the *cagatío*! This is a “pooping log,” set up on December 8 and “fed” a little every day leading up to Christmas Eve. On this day, the log is hit with sticks, a funny little song is sung, and the log “poops” out presents!

Here are the lyrics to the song:

Caga tió, tió de Nadal,

no caguis arengades, que són massa salades

caga torrons que són més bons!

Caga tió, ametlles i torró

si no vols cagar et donaré un cop de bastó

Poop log, log of Christmas,

See the YouTube video below of a family experiencing this event:

Caga tió, tió de Nadal

To follow with the pooping theme, an important character in the traditional nativity set is the *caganer*, the pooping shepherd. He is inconspicuously placed in the corner, doing his business. There’s a whole industry around these figures—you can find a pooping Queen of England, presidents, David Beckham, Hello Kitty, or anyone! There are a few theories about the reason for the *caganer*, such as to fertilize the ground and bring good luck with the crops, or to remind us that we’re all human, alike and equal: everybody poops!

don’t poop herrings, which are too salty,
poop Spanish candy which is much better!
Poop log, almonds and *turrón*,
and if you don’t want to poop, I’ll hit you with
my stick!



The *cagatío* or “pooping log” is a fun holiday tradition in Spain. (Image credit: Sara Molina)

Extend Your Learning

If you're looking for more speaking and listening practice, there's a great series set in Spain called *Extra*. This sitcom/*telenovela* follows the lives of young people in Spain, so you'll hear lots of the Spanish accent! You can find access to most episodes on YouTube.

Extra, todos los capítulos



Appendix

Academic Expectations	102
Original Work Guidelines	102
Plagiarism	
Finding Reputable Sources	103
Citing Your Sources	104
In-text citations	
Citing print, online, and film sources	
Citing images	
Elements of Good Writing	107
Varied sentences	
Strong paragraphs	
The Writing Process	110
Prewriting activities	
Writing the rough draft	
Revising	
Editing	
Proofreading	
Publishing, submitting, or sharing your work	
Five-paragraph essay	
Comparative essay	
Multimedia presentations	