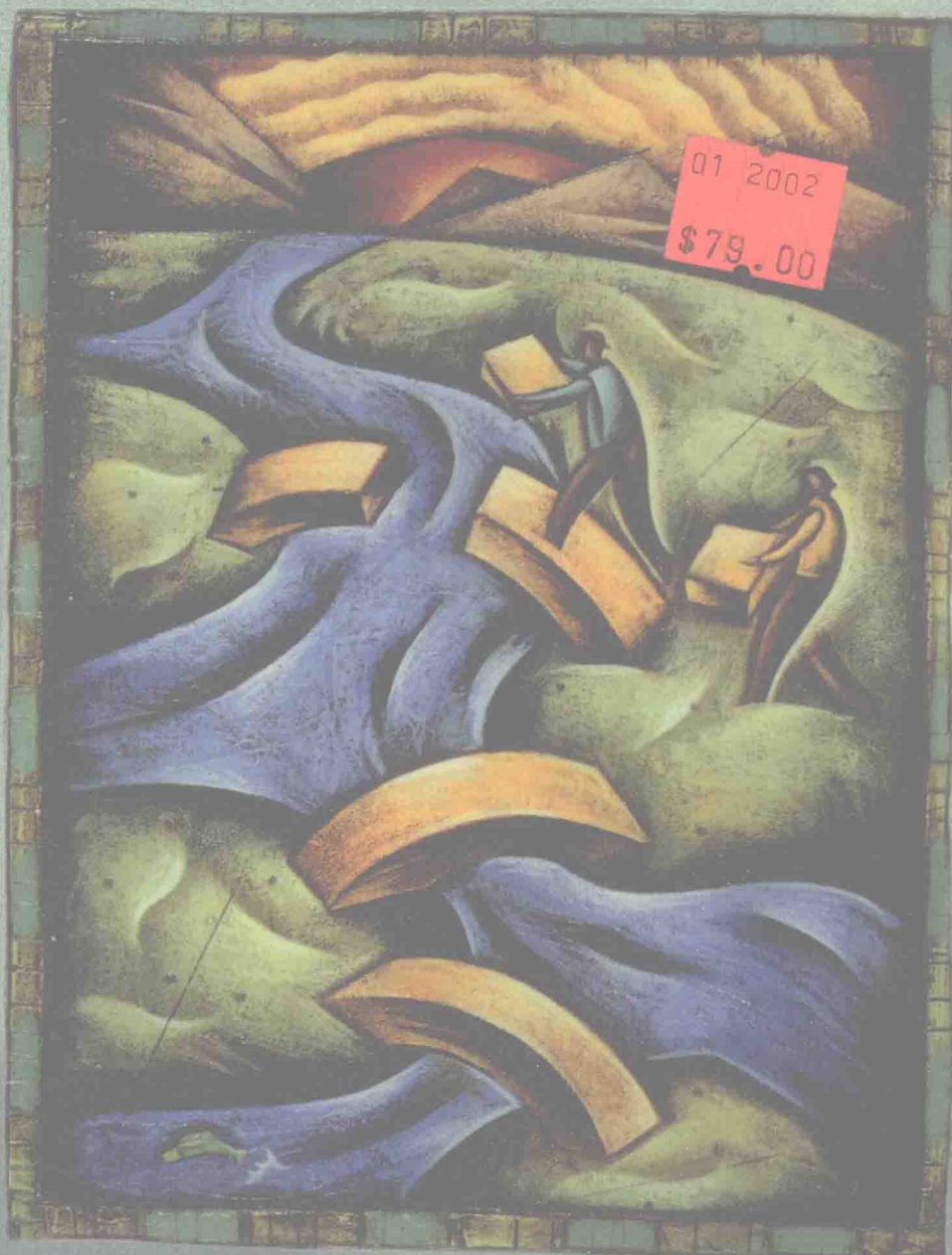


# Puentes

THIRD EDITION

Patti J.  
Marinelli

Lizette  
Mujica  
Laughlin



Spanish for Intensive and  
High-Beginner Courses

# Puentes

THIRD EDITION

Spanish  
for  
Intensive  
and High-  
Beginner  
Courses



**Patti J. Marinelli**

University of South Carolina

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with contributions from

**Mirta Oramas**

**HEINLE & HEINLE**  
★  
**THOMSON LEARNING**

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# Note to Students

## Suggestions for Success

Here are some suggestions to help you make the most of your previous language learning experience and be successful in your course as you continue your study of Spanish with the third edition of *Puentes*.

Since you have already studied Spanish, you will probably discover that you are familiar with many of the grammatical structures and vocabulary in this textbook.

It is important to remember, however, that in order to speak or write a language, you must be able to do more than just recognize words or grammar! To communicate, you will have to select the appropriate words and structures and assemble these parts into particular patterns, all from memory, with the book closed! While this is a complex task, it can be done. Think about some of the other skills you acquired when you were younger, like learning how to drive a car, play a musical instrument, or play a sport. In order to be successful at any of those tasks, it wasn't enough to read a manual or book about the topic. While reading, studying, or observing were important preliminary steps, ultimately you had to put in many hours of intense practice to finally learn how to parallel park or play a song on the guitar, or swim across the pool. The same is true for learning Spanish.

In order to prepare for class, you will first need to review the materials in the text thoroughly and spend sufficient time practicing the individual words, expressions, or verb conjugations. And just as importantly, in order to communicate your thoughts, you will need to be ready to concentrate and practice extensively—both in and out of class—on tasks that call for you to put all those parts together.

Here are some tips to help you on your way to success:

- Set aside a time each day to study and practice Spanish; it is important to study regularly and not get behind, because much memory work is needed.
- Choose a place that is free of distractions, so that you can concentrate.
- During your practice, focus more on active tasks: write out sentences, answer questions in the book orally, focus on listening to the tapes with a purpose in mind.
- Whenever possible, work or practice with a classmate to improve your ability to speak.
- Remember that recognizing a point of information does not imply that you have mastered it; you must be able to use it to communicate an idea in writing or speech.

## Unique Features of *Puentes*

- **Power Pacing:** The first half of *Puentes*, which contains material more familiar to you, presents the major vocabulary, functions, and grammar in a concentrated and condensed fashion. The second half, which contains less familiar material, features smaller chunks of information and more extensive practice activities.
- **Learning Strategies:** *Puentes* systematically presents explicit instruction and practice for learning how to read, write, and communicate in Spanish as well as tips on how to approach language study and interact with native speakers. These tips are incorporated into the *Estrategia* sections as well as into the reading section of *Un paso más* in the text and the writing section of *Un paso más* in the *Cuaderno de actividades*.
- **Balance of Social and Transactional Topics:** Odd-numbered chapters are slightly longer (with three *Pasos*) and focus upon everyday topics of conversation, such as family, university life, and pastimes. Even-numbered chapters are slightly shorter (with two *Pasos*) and focus upon routine transactions in the target culture—handling travel arrangements, eating out in a restaurant, dealing with minor medical problems, and shopping for clothing and souvenirs.

- **Natural Language in Context:** In *Puentes*, you can see immediately how the language is used, because all the vocabulary is organized thematically and presented in sentences that reflect everyday spoken language. The study of grammar is a logical extension of the linguistic structures already modeled in these lexical / functional presentations.
- **Selective Grammar Presentations:** *Puentes* emphasizes those grammatical structures that you need to master in order to reach the intermediate level of proficiency. At the same time, it introduces and practices additional structures that lay the groundwork for achieving higher levels of proficiency. For those who prefer a more complete grammatical presentation, the *Gramática suplemental* sections of the *Cuaderno de actividades* provide additional instruction and practice in this area.
- **Authentic Reading Texts:** *Puentes* draws upon many native sources for its abundant reading practices—realia, newspapers, magazines, brief literary selections, etc.
- **Extensive Listening Program:** There are three Audio CDs in the listening program for *Puentes*. The two Text Audio CDs are for use with listening activities throughout each chapter of the *Puentes* text, and the Lab Audio CD is for use with the *Cuaderno de actividades*.
- **Integrated Study of Culture:** Cultural information is woven into thematic presentations and activities throughout the text. Some special features are designed to bring you into direct content with Spanish-speaking cultures—A *primera vista* opens each chapter with a piece of fine art by a Hispanic artist; *Comentario cultural* boxes present interesting pieces of information about daily life in the Spanish-speaking world; the *Puente cultural* section of each chapter introduces you to real people from real places, and gives you their perspectives on issues related to the chapter topic; and finally, the chapter ending *Panorama cultural* gives you an in-depth introduction to a particular country.

## Components of the *Puentes*, Third Edition, Program

Student materials include:

- *Puentes*, Third Edition, the student text.
- Text Audio CDs. These are packaged with the text and contain the listening tracks for use with in-text activities.
- *Cuaderno de actividades y Gramática suplemental*. The nine chapters of the *Cuaderno* provide exercises that integrate, practice, and expand on the material presented in the corresponding chapters of the text. *Gramática suplemental* expands on and presents new information on a variety of grammatical structures.
- Lab Audio CD. This is packaged with the *Cuaderno de actividades* and contains the listening tracks for use with activities in the *Todo oídos* section of each chapter in the *Cuaderno*.
- On-line activities on the *Puentes*, Third Edition, Web Site at <http://puentes.heinle.com>. Self-scoring practice activities, an on-going story, and links to cultural information are available anytime, anywhere, from any computer.
- QUIA® On-line Workbook/Lab Manual. This on-line supplement to the *Cuaderno de actividades* uses a variety of engaging, interactive activities including games and instant scoring.

We would like to thank the many people who have cooperated in the creation of this edition of *Puentes*. We are grateful to each of them for their unique and valuable contributions.

This third edition would not exist if it were not for the loyal following of professors and students who used the first and second editions. We are grateful for your continued support and hope that you find this new edition even more helpful than the previous ones.

We are delighted to welcome a new contributor to the program, Mirta Oramas. Mirta's creative work is found in *A primera vista*, *Puente cultural*, and *Panorama cultural*. We deeply appreciate her sharing this exciting work with us.

The following persons are also deserving of special recognition and thanks for their roles in the development of this edition: Lourdes Manyé-Cox, for preparing the surveys that formed the basis of the *Puente cultural* sections; Elvira Swender, for authoring a number of exercises for the *Cuaderno de actividades*; Kerry Driscoll, for writing a testing program that conforms so well to the spirit of the book.

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Several exercises in this program feature real-life profiles of friends and colleagues. Thank you for sharing your lives with us and bringing this personal touch to our students: María Alvarez, Raquel Blázquez, Eduardo Guízar, and Adrián Pinasco.

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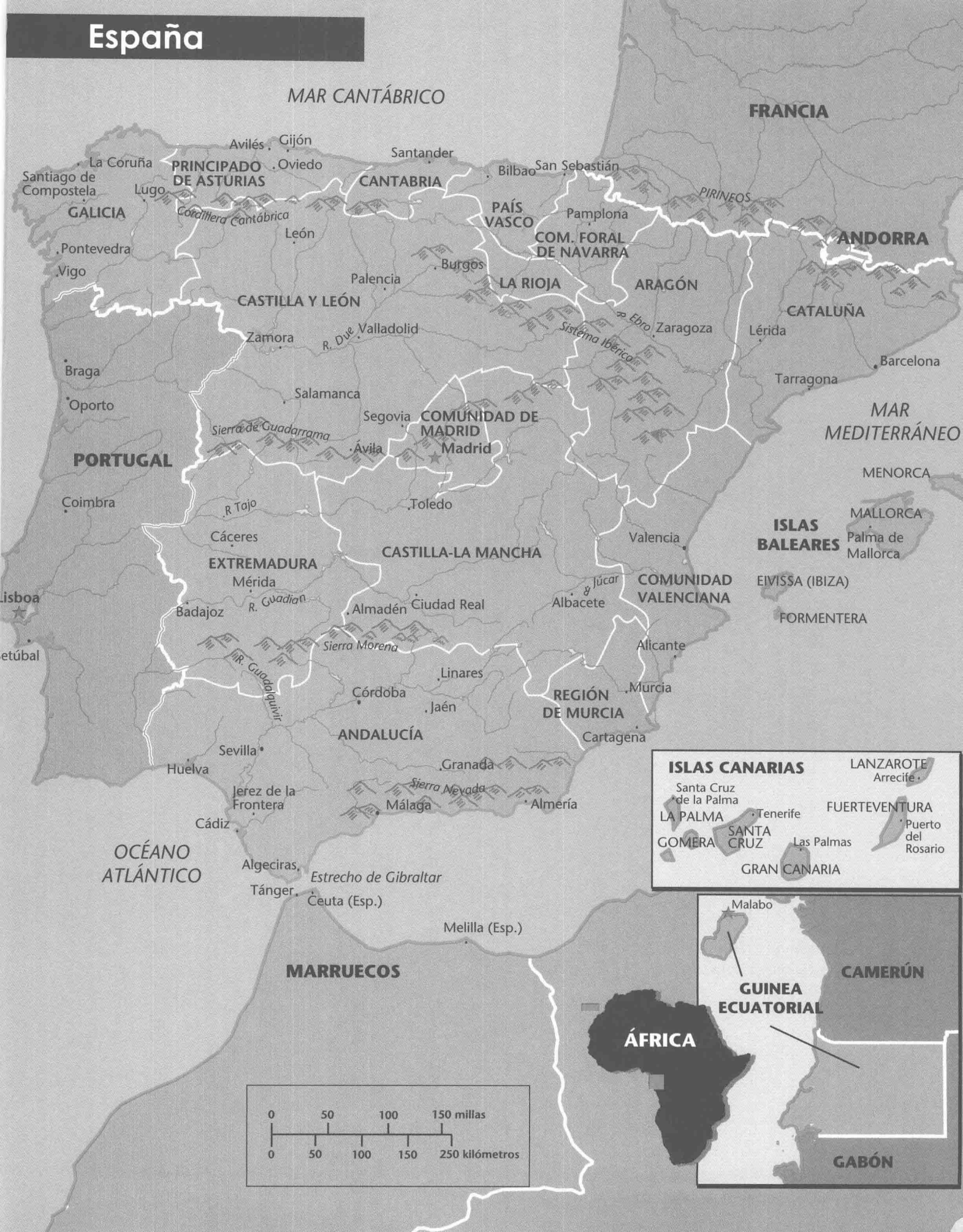
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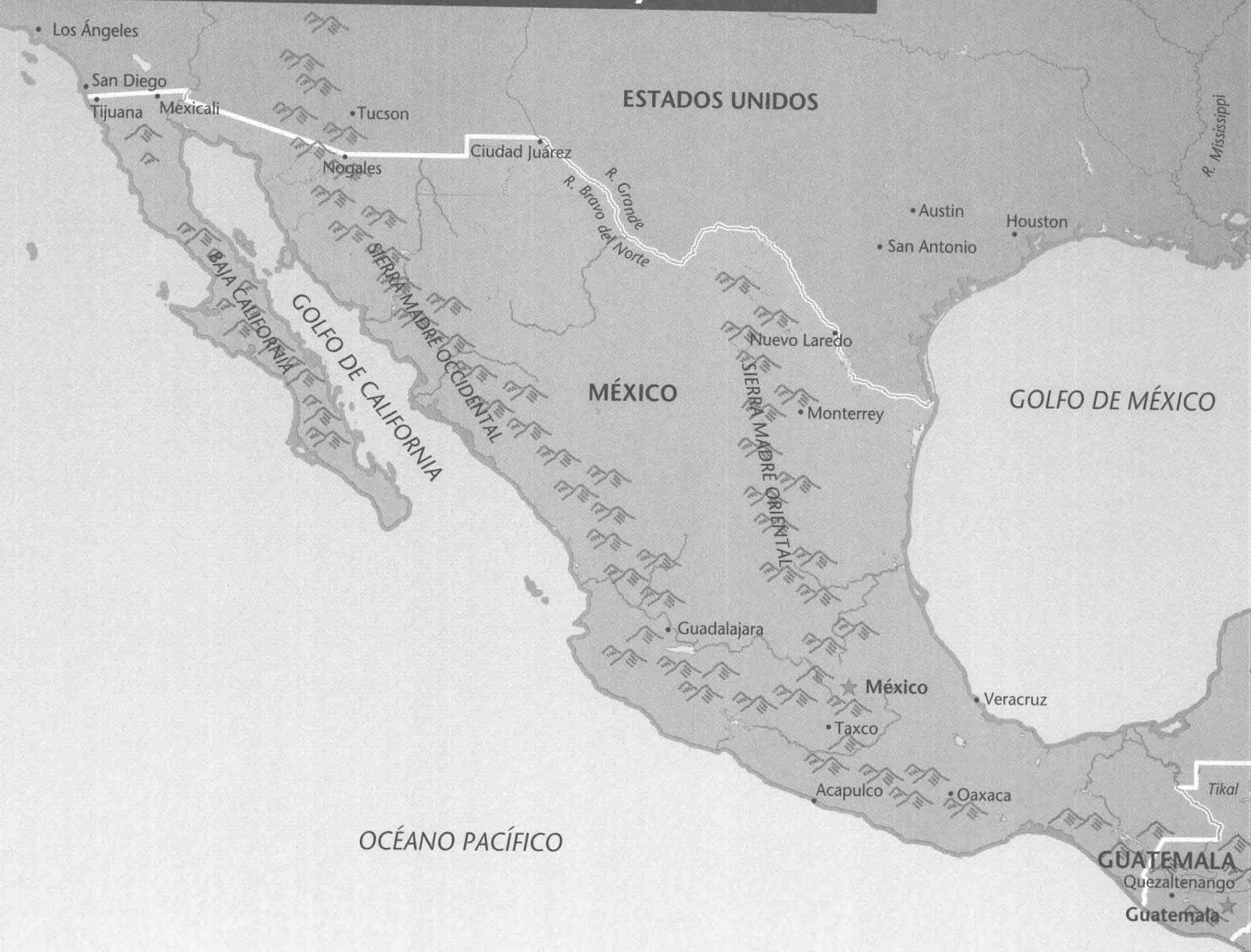
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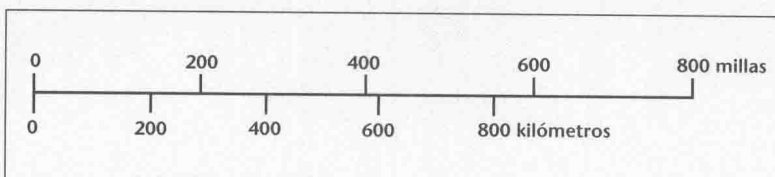
## España



# México, América Central y el Caribe



Los países de habla española





OCÉANO ATLÁNTICO

LAS BAHAMAS

La Habana

CUBA

REPÚBLICA DOMINICANA

HAITI

PUERTO RICO

JAMAICA

ISLAS VÍRGENES

ANTIGUA

GUADALUPE

DOMINICA

MARTINICA

SANTA LUCÍA

SAN VICENTE

ANTILLAS MENORES

BARBADOS

TRINIDAD Y TOBAGO

Port of Spain

MAR DEL CARIBE

ARUBA

CURAÇAO

BONAIRE

GRANADA

ISLA DE MARGARITA

VENEZUELA

Caracas

R. Orinoco

GUYANA

BRASIL

COLOMBIA

Bogotá

GOLFO DE PANAMÁ

PANAMÁ

Canal de Panamá

Colón

COSTA RICA

San José

Puntarenas

NICARAGUA

Managua

Salvador

León

HONDURAS

Tegucigalpa

Copán

DOR

LICE

Imopán

elice

ULA

IN

LA

MIAMI

ESTRECHO DE FLORIDA

CANAL DE YUCATÁN

# América del Sur



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**Cultura**

**Estrategias**

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|                                                                                                                    | Vocabulario temático                                                        | Gramática                                                                                                                                 | Cultura                                                  | Estrategias            |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------|
| <b>Paso 1 p. 82</b>                                                                                                | Mi familia y mis animales domésticos<br>Las descripciones personales        | Los adjetivo(a)s<br>Los comparativos y los superlativos                                                                                   | Las familias en el mundo hispano<br>Los nombres hispanos | Managing your learning |
| <b>Paso 2 p. 95</b>                                                                                                | La casa<br>Para indicar relaciones espaciales                               | Los verbos <b>ser</b> y <b>estar</b>                                                                                                      | Las casas hispanas<br>Mi casa es tu casa                 |                        |
| <b>Paso 3 p. 107</b>                                                                                               | Las actividades de mi familia                                               | Expresiones indefinidas, afirmativas y negativas<br>Algunos verbos irregulares<br>Los verbos con cambios en la raíz en el tiempo presente |                                                          |                        |
| <b>Puente cultural p. 93</b>                                                                                       | ¿Qué puedes decirnos sobre las relaciones y la vida familiar?               |                                                                                                                                           |                                                          |                        |
|  <b>Un paso más p. 119</b>        | ¡Vamos a hablar!<br>¡Vamos a leer!<br>¡Vamos a escribir!<br>¡Vamos a mirar! | Predicting/Anticipating content<br>(Cuaderno de actividades)                                                                              | Writing descriptions<br>(Cuaderno de actividades)        |                        |
|  <b>Panorama cultural p. 124</b> | Venezuela                                                                   |                                                                                                                                           |                                                          |                        |

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|                                                                                                                     | Vocabulario temático                                                        | Gramática                                                                     | Cultura                                                         | Estrategias               |
|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------------------|
| <b>Paso 1 p. 132</b>                                                                                                | Las comidas<br>En el restaurante                                            | Los complementos directos                                                     | Costumbres diferentes<br>La comida hispana                      | Reclassifying information |
| <b>Paso 2 p. 145</b>                                                                                                | En el mercado<br>Cómo expresar algunos estados físicos y emocionales        | Los complementos indirectos y el verbo <b>gustar</b>                          | El sistema métrico<br>El mercado                                |                           |
| <b>Puente cultural p. 143</b>                                                                                       | Háblanos sobre las comidas y costumbres alimenticias en tu país.            |                                                                               |                                                                 |                           |
|  <b>Un paso más p. 155</b>       | ¡Vamos a hablar!<br>¡Vamos a leer!<br>¡Vamos a escribir!<br>¡Vamos a mirar! | Review of strategies from Chapter 1 to Chapter 3<br>(Cuaderno de actividades) | Writing a simple restaurant review<br>(Cuaderno de actividades) |                           |
|  <b>Panorama cultural p. 158</b> | Perú                                                                        |                                                                               |                                                                 |                           |

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## Cultura

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|                                 | Vocabulario temático                                                                                        | Gramática                                                                                                         | Cultura       | Estrategias                |
|---------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------|----------------------------|
| <b>Paso 1 p. 340</b>            | Cómo hablar de pequeños malestares y dar consejos                                                           | Usos del presente del subjuntivo: cómo influir sobre los demás<br>El presente del subjuntivo                      |               |                            |
| <b>Paso 2 p. 353</b>            | Algunos acontecimientos familiares                                                                          | Usos del subjuntivo: las emociones<br>El presente del subjuntivo: los verbos con cambios en la raíz               | El matrimonio | Gestures and body language |
| <b>Paso 3 p. 364</b>            | Dime de tu vida                                                                                             | Usos del presente del indicativo para expresar certeza y duda<br>Dos complementos                                 |               |                            |
| <b>Puente cultural p. 351</b>   | Y en cuanto al tren de vida... ¿vive la gente de tu país bajo mucho estrés? ¿Qué es lo que más le preocupa? |                                                                                                                   |               |                            |
| <b>Un paso más p. 373</b>       | ¡Vamos a hablar!<br>¡Vamos a leer!<br>¡Vamos a escribir!<br>¡Vamos a mirar!                                 | Recognizing prefixes and suffixes<br>(Cuaderno de actividades) Writing simple poetry<br>(Cuaderno de actividades) |               |                            |
| <b>Panorama cultural p. 378</b> | Chile                                                                                                       |                                                                                                                   |               |                            |

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# Paso preliminar



## Objetivos

### Speaking and Listening

- Describing a classroom
- Talking with your professor about class routines
- Working with a classmate

### Grammar

- Nouns
- Definite and indefinite articles