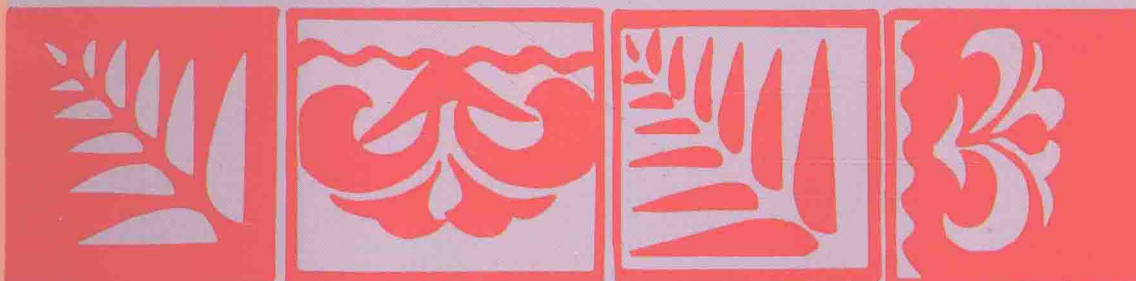
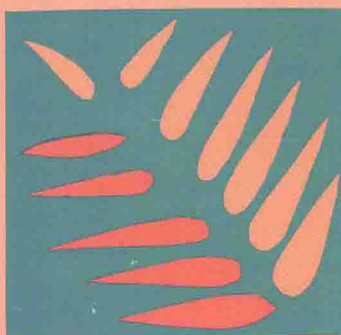


Puentes

Spanish for intensive and high-beginner courses



Instructor's Annotated Edition



Student Text packaged
with 2 Student Tapes
Call (800) 237-0053
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Patti J. Marinelli
Lizette Mujica Laughlin

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INSTRUCTOR'S ANNOTATED EDITION

Puentes

SPANISH FOR INTENSIVE AND
HIGH-BEGINNER COURSES



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University of South Carolina

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University of South Carolina



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Puentes

**SPANISH FOR INTENSIVE AND
HIGH-BEGINNER COURSES**

Chapter Organization Chart

Section	Description	In / Out of Class
<i>Objetivos</i>	Summary of chapter objectives and points of study	Both
<i>A primera vista</i>	Thematic introduction	In
<i>Pasos</i> (odd-numbered chapters have three <i>Pasos</i> ; even-numbered have two); each <i>Paso</i> contains three presentations that may be any combination of the following:		
<i>Vocabulario temático</i>	Vocabulary and language functions in context with accompanying notes on usage (<i>Puntos claves</i>)	Both
<i>Gramática</i>	Grammar explanations	Both
<i>Ponerlo a prueba</i> (after each presentation)	Listening, writing, reading, and speaking activities that reinforce and practice the presentation	Either
<i>De todo un poco</i> (at the end of each <i>Paso</i>)	Listening, writing, reading, and speaking activities that integrate and expand upon the three presentations	In
Interspersed throughout each chapter appear the following sections:		
<i>Ampliación gramatical</i>	Explanations of minor or already familiar grammar points	Out
<i>Estrategia</i>	Learning and communicative strategies	Either
<i>¡A propósito!</i>	Cultural notes closely related to the presentation	Both
<i>De paso</i>	Additional cultural information	Both
<i>Un paso más</i> appears at the end of each chapter. It contains:		
<i>¡Vamos a hablar!</i>	Information gap, pair-work speaking activity	In
<i>¡Vamos a leer!</i>	Reading strategies and practice	Out
<i>¡Vamos a escribir!</i>	Process-approach writing activities	Out
<i>¡Perspectivas culturales</i> (odd-numbered chapters)	In-depth study of cultural points related to chapter theme	Either
<i>En la comunidad</i> (even-numbered chapters)	Investigation into Hispanic presence in the United States and local community	Both
<i>Vocabulario</i>	End-of-chapter vocabulary list	Both

How Puentes Works:

A mutually supportive network of learning components

Component	Description	Usage	Skills: developed/practiced	More Information
Student Text	9 chapters and a brief preliminary chapter; packaged with two 90-minute student audio tapes	Daily, in class and at home	Real-life listening and speaking tasks; process-approach to writing; reading strategies applied to all authentic readings; integrated culture; reduced grammatical syllabus	Chapters are divided into manageable study units called <i>Pasos</i> ; unique alternating chapter structure
Student Audio Tapes	Natural conversations model the vocabulary and linguistic functions; 4 to 5 activities provided per chapter	Use daily at home or in the language laboratory; may be used in class at the instructor's discretion	Listening comprehension based on real-life situations: face-to-face conversations, radio advertisements, telephone messages, etc.	Student audio program also available on CD's; tapescript available to instructors; answers provided in <i>Instructor's Annotated Edition</i> . Packaged with Student Text. Integrated with <i>Cuaderno de actividades</i> listening activities
Workbook: <i>Cuaderno de actividades y Gramática suplemental</i>	Features additional practice in all skills as well as optional, supplementary grammar explanations and practice	Use daily or as needed, depending on number of contact hours	Reading: all authentic readings from periodical and literary sources; Writing: integrative, real-life writing tasks as well as self-correcting grammar review practices; Listening: simulated radio broadcasts and pronunciation; Grammar: optional, supplementary explanations and practices correlated to chapter theme	Writing activities correlated with <i>Atajo: Writing Assistant for Spanish</i> software. Separate answer key available for purchase and/or packaged with <i>Cuaderno de actividades</i>
Audio Program for <i>Cuaderno de actividades</i>	A series of simulated radio broadcasts correlated to the chapter theme; pronunciation practice	Use once per chapter at home or in the language laboratory; may be used in class at instructor's discretion	Listening comprehension and pronunciation practice	The <i>Cuaderno</i> audio program is integrated chapter-by-chapter into the textbook's Student Tape program. Packaged with Student Text
<i>Instructor's Annotated Edition</i>	Contains margin notes on pace, implementation of activities, additional practices, answers to listening activities	Optional usage by instructor	Provides helpful suggestions on how to implement and expand activities throughout text	Sample syllabi and lesson plans provided
Teacher Tape	Two activities per chapter; each chapter includes one episode featuring an ongoing story line of an American student living abroad	Use twice per chapter or as desired	Listening comprehension	Tapescript available to instructors; answers to the exercises provided in the <i>IAE</i>
Testing Program	Printed tests; 1 quiz per chapter and 1 exam for every 3 chapters for a total of 9 quizzes and 3 exams	Optional	Quizzes focus on core information; exams test listening, reading, writing, grammar, vocabulary, and cultural information	Answer key provided

How *Puentes* Works *(continued)*

Component	Description	Usage	Skills: developed/practiced	More Information
Software: <i>Atajo Writing Assistant for Spanish</i> by Frank Domínguez, James Noblitt, and Willem Pet	Word processing program; bilingual Spanish-English dictionary; reference grammar with 250,000 conjugated verb forms; hard-to-define idiomatic expressions	Use with writing activities in the <i>Cuaderno de actividades</i> ; optional	Develops writing skills through task-based writing activities	Runs on most networks. Correlations to appropriate activities provided in the <i>Cuaderno de actividades</i>
Video: <i>Mosaico cultural</i> customized for <i>Puentes</i> by Harry Rosser	Nine ten-minute programs filmed in five different Spanish-speaking countries and parts of the Hispanic U.S.; linked thematically to the text	Optional	All in Spanish; listening comprehension and cultural enrichment	Video guide including scripts and pre- and post-viewing activities available with purchase of video program. Chapter-by-chapter correlations provided in the <i>IAE</i>

A Note to Instructors of High Beginners

As instructors of courses for high beginners, we have shared the special challenge of teaching these students as well as the frustration of trying to find appropriate materials for them. We, the authors of *Puentes*, believe that you will find in this program materials that can be adapted to the diverse needs of these students and to the wide variety of curricular options open to them. The following notes will help you choose from the different sections and components of *Puentes* to tailor-make the course that is most suitable for **your** students and **your** institution. By picking and choosing from the materials described below, you can design a course that fits the incoming level of your students, the skill orientation of your program, and the length of your course.

Adapting *Puentes* to the incoming level of your students

Although we refer to students with a limited study of Spanish as “high beginners,” we realize that they are a most heterogeneous group at varying levels of productive and receptive skill development. With *Puentes*, you can adapt the materials to your class level by shifting the emphasis to particular sections and activities in the text and in the *Cuaderno de actividades* as follows:

Less-developed productive skills: Often students with a few years of previous language study will retain notions about certain grammatical concepts, such as conjugation or adjectival agreement, but may not be able to apply this knowledge in a productive way. With these students, we recommend that you focus on the activities in *Ponerlo a prueba* since they are more structured in nature and contain the essential information of each *Paso*. Once students feel comfortable handling the individual points, you can continue with *De todo un poco*, which will help the students integrate the three points of presentation in each *Paso*. In the *Cuaderno de actividades*, you may wish to assign the *Repasemos* exercises for additional grammar review and practice. In addition, have students write the more tightly controlled Exercise A of each *Paso* in the *Escribamos un poco* section rather than the more open-ended Exercise B. In the *En blanco y negro* reading section, you will find that the first reading in each chapter is slightly easier for students than the second.

Better-developed productive skills: For those classes that seem to have at least partial control of the topic under discussion, you may choose to assign the exercises in *Ponerlo a prueba* for homework on an as-needed basis. Doing so will free up more in-class time for the integrative activities in *De todo un poco* and for the slightly more advanced end-of-chapter activities in *Un paso más*. In the *Cuaderno de actividades*, you might assign the *Repasemos* grammar-review exercises only to those students in need of extra practice. We suggest that you focus class efforts on Exercise B for each *paso* in the *Escribamos un poco* section because it entails a more open-ended task than does Exercise A. Similarly, you will find that the second reading in each *En blanco y negro* section provides a greater challenge to students than the first reading.

Adapting *Puentes* to the skill-orientation of your program

Recognizing that students have different strengths, the authors have chosen to develop a balanced listening, speaking, reading, and writing program that has a slight emphasis on oral communication, particularly in the first half of the book. We realize, however, that individual instructors and programs may prefer to emphasize particular skills over others. You may accomplish this by focusing your instruction in the following ways:

Communicative orientation: Be sure students avail themselves of the ample audio materials in both *Ponerlo a prueba* section of the textbook and the *Todo oídos* section of the *Cuaderno de actividades*. You will probably also wish to use the Teacher Tape for additional classroom listening practice. For oral practice, we suggest you focus on the speaking activities in the textbook found in *A primera vista*, *Ponerlo a prueba*, *De todo un poco*, and *¡Vamos a hablar!* In the *Cuaderno de actividades*, many of the *Después de leer* activities are specifically designed for follow-up classroom discussion and others may serve as points of departure for conversation.

Reading orientation: Reading becomes more fully integrated into the textbook lessons as the book progresses. In earlier chapters, you may wish to focus on the readings in the *Cuaderno de actividades* and in the *¡Vamos a leer!* section of *Un paso más*. The cultural notes—*¡A propósito!* and *De paso*—are always presented in Spanish and can be used for additional reading practice.

Writing orientation: Writing is incorporated more fully into the textbook lessons in later chapters of the textbook. For earlier chapters, we advise you to concentrate on *¡Vamos a escribir!* in the *Un paso más* section of the textbook. This section provides instruction in the various modes of discourse (description, narration, comparison and contrast) and takes a process-approach to writing. For additional practice on the specific points of presentation, have students complete the *Escribamos un poco* sections of the *Cuaderno de actividades*. We highly recommend that you acquire *Atajo*, the computerized *Writing Assistant for Spanish*, for your institution's computer lab.

No matter what emphasis your program takes, those instructors wishing a more complete grammatical syllabus will find additional explanations and practice of verb tenses and other structural elements in the *Gramática suplemental* section of the *Cuaderno de actividades*.

Adapting *Puentes* to courses of varying lengths

In 1993 we conducted a survey of institutions with special courses (intensive courses, courses for high beginners, etc.) and discovered that the number of contact hours in such courses showed a wide range, from four hours a week for one quarter to six hours a week for one semester (and with many variations in between!). Given this situation, it is likely that you will have to make some decisions regarding which sections of the textbook to emphasize and/or which ancillaries to use. As authors, we have placed the "core information" in the main *Pasos* of each chapter and then built up layers of additional information and practice in the *Un paso más* section of each chapter and in our ancillaries. The latter may be mixed and matched to provide for as little or as much practice as you wish.

In closing, we would like to provide you with a few samples showing how the principles we have just described may be applied to specific circumstances. On the following pages you will find sample lesson plans for *Chapter 5* for two different kinds of courses, as well as sample syllabi for courses that meet on both the quarter and semester systems.

Sample Lesson Plan A for Chapter 5

Communicative Focus

50 Contact Hours per term

DAY 1

Homework In *Paso 1*, study *La vida universitaria* and complete Exercise A, *Un estudiante de primer año*. Review *Los verbos reflexivos* and complete Exercise A, *Un día típico*.

In-class Introduce theme with *A primera vista*. In *Paso 1*, go over the vocabulary assigned for homework and Exercise A, *Un estudiante de primer año*. Do Exercise B, *Todo en un día* or Exercise C, *¿Qué tal tu semestre?* Review the reflexives and homework Exercise A, *Un día típico*. Do Exercise B, *¿Lo (la) conoces bien?* or Exercise C, *Una encuesta*.

DAY 2

Homework Study *Cómo expresar orden cronológico* and complete Exercise A, *¿Cuándo?* or Exercise B, *Los lunes*. In *Paso 2*, study *Las asignaturas y los profesores* and fill in your class schedule as described in Exercise B, *Tu horario de clases*. Also, complete Exercise A, *Las clases de Tomás*.

In-class Warm up with questions on reflexives and chronological order. Go over homework Exercise B, *Los lunes* (or Exercise A, *¿Cuándo?*). Complete one exercise of your choice in *De todo un poco*. In *Paso 2*, go over the vocabulary assigned for homework and Exercise A, *Las clases de Tomás*. Complete Exercise B, *Tu horario de clases*.

DAY 3

Homework Study *Cómo pedir y dar opiniones* and complete Exercise A, *¿Qué opinas?* Study *Las profesiones, los oficios y los planes para el futuro* and complete Exercise A, *Adivina la carrera*. Study *Ampliación gramatical: Cómo hablar del futuro*.

In-class Warm up with questions and answers on classes and simple opinions. Go over Exercise A, *¿Qué opinas?* Discuss the vocabulary in *Las profesiones, los oficios y los planes para el futuro* and go over Exercise A, *Adivina la carrera*. Do Exercise B, *Las profesiones de mis familiares* and Exercise C, *Los anuncios*. Complete one exercise in the *De todo un poco* section.

DAY 4

Homework In *Paso 3*, study *Cómo hablar del pasado —El pretérito* and complete Exercise A, *Una carta*. Study *Más sobre el pretérito* and do Exercise B, *Ayer*. Read *Expresiones temporales* and do Exercise A, *Una reunión*.

In-class In *Paso 3*, do a warm-up on regular preterite verb forms. Check homework Exercise A, *Una carta* and Exercise B, *Ayer*. Do Exercise C, *Más conversaciones*. Complete one or two exercises in the *De todo un poco* section.

DAY 5

Homework Complete *¡Vamos a leer!*, *¡Vamos a escribir!*, or *Perspectivas culturales* in the *Un paso más* section.

In-class Go over the homework assignment. Complete *¡Vamos a hablar!* in the *Un paso más* section.

Sample Lesson Plan B for Chapter 5

Balanced, Four-skills Approach

90 Contact Hours

DAY 1

Homework In Paso 1, study *La vida universitaria* and complete Exercise A, *Un estudiante de primer año*. Read *A propósito: La vida estudiantil*. Study *Los verbos reflexivos* and complete Exercise A, *Un día típico*.

In-class Introduce theme with *A primera vista*. In Paso 1, go over vocabulary in *La vida universitaria* and homework Exercise A, *Un estudiante de primer año*. Discuss *A propósito: La vida estudiantil*. Complete Exercise B, *Todo en un día* or Exercise C, *¿Qué tal tu semestre?* Explain briefly reflexive verbs and go over homework Exercise A, *Un día típico*.

DAY 2

Homework Prepare questions only for Exercise B, *¿Lo (la) conoces bien?* Study *Cómo expresar orden cronológico* and complete Exercise A, *¿Cuándo?* Write Exercise A, *Comparando agendas* or Exercise B, *Los fines de semana* in *Escribamos un poco*, Paso 1 of the *Cuaderno de actividades*.

In-class Warm up with questions and answers using reflexives, including Exercise B, *¿Lo (la) conoces bien?* Go over expressions in *Cómo expresar orden cronológico* and homework Exercise A, *¿Cuándo?* Do Exercise B, *Los lunes* or Exercise A, *¿Cómo es la vida de Carlos?* in *De todo un poco*. Collect or check writing exercises in the *Cuaderno de actividades*.

DAY 3

Homework Read Exercise A, *¿Qué estudio?* in *En blanco y negro* of the *Cuaderno de actividades*. In Paso 2, study *Las asignaturas y los profesores* and complete Exercise A, *Las clases de Tomás*. Prepare a class schedule as directed in Exercise B, *Tu horario de clases*.

In-class In Paso 2, go over vocabulary in *Las asignaturas y los profesores* and homework Exercise A, *Las clases de Tomás*. Do Exercise B, *Tu horario de clases*. Discuss the reading *¿Qué estudio?* from the *Cuaderno de actividades*. Read in class *A propósito: El sistema educativo* and discuss features of the educational system.

DAY 4

Homework Study *Cómo pedir y dar opiniones* and complete Exercise A, *¿Qué opinas?* Prepare six questions as directed in Exercise B, *¿Qué te parece(n)?* Study *Las profesiones, los oficios y los planes para el futuro* and complete Exercise A, *Adivina la carrera*. Study *Ampliación gramatical: Cómo hablar del futuro*. Read *De paso: Las mujeres y las profesiones*.

In-class Go over vocabulary in *Cómo pedir y dar opiniones* and homework Exercise A, *¿Qué opinas?*; follow up with Exercise B, *¿Qué te parece(n)?* Go over the vocabulary in *Las profesiones* and check homework Exercise A, *Adivina la carrera*. Complete Exercise B, *Las profesiones de mis familiares* or Exercise C, *Los anuncios*. Discuss *De paso: Las mujeres y las profesiones*. Practice *Estrategia: Using simpler language*.

DAY 5

Homework Read Exercise B, *Las estatuas* in *En blanco y negro* of the *Cuaderno de actividades*; also write Exercise A, *Dejando mensajes* or Exercise B, *La Universidad de Puerto Rico* of *Escribamos un poco* for Paso 2.

In-class Play Teacher Tape Exercise A, *Los planes de Dulce* in *De todo un poco*. Complete Exercise B, *Una encuesta* or Exercise C, *En la Universidad de Navarra*. In Paso 3, introduce regular verbs in the preterite and complete Exercise A, *Una carta*. Go over reading homework Exercise B, *Las estatuas* in the *Cuaderno de actividades*. Collect or check writing exercise from the *Cuaderno*.

DAY 6

Homework In Paso 3, study *Cómo hablar del pasado —El pretérito* and complete Exercise B, *Ayer*. Study *Más sobre el pretérito* and complete Exercise A, *Por el recinto universitario*.

In-class Warm up with questions and answers in the preterite and check homework Exercise B, *Ayer* and Exercise A, *Por el recinto universitario*. Complete Exercise B, *Evitando problemas* and Exercise C, *Más conversaciones*.

DAY 7

Homework Complete Exercise A, *¿Bueno, malo o regular?* or Exercise B, *Mi diario* of *Escribamos un poco*, Paso 3 in the *Cuaderno de actividades*. Study *Expresiones temporales* and complete Exercise A, *Una reunión* in the textbook.

In-class Warm up with questions and answers in the preterite. Go over vocabulary in *Expresiones temporales* and check homework Exercise A, *Una reunión*. Complete Exercise B, *¿Cuándo fue?* Complete two exercises of your choice from *De todo un poco*. Collect or check writing activity from the *Cuaderno*.

DAY 8

Homework Read and complete *¡Vamos a leer!* in *Un paso más*. Study *Gramática suplemental: El pluscuamperfecto* in *Cuaderno de actividades* and complete Exercise A, *En la universidad*.

In-class Check and discuss *¡Vamos a leer!* in *Un paso más*. Briefly present *el pluscuamperfecto* and check homework Exercise A, *En la universidad*. Complete Exercise B, *Antes de venir a esta universidad*. Complete *¡Vamos a hablar!*

DAY 9

Homework Complete *¡Vamos a escribir!* in *Un paso más*.

In-class Collect or check homework writing activity from *Un paso más*. Read and discuss *Perspectivas culturales*. Show *Mosaico cultural*.

Suggested Syllabi

Semester System A

Semester System: 15 weeks with 3 classes per week; each class hour is 50 minutes.

This schedule allows for use of almost all of the textbook materials by limiting the time devoted to *Un paso más* to a half class period to cover one to two activities and by assigning the other activities as homework. There will be minimal use of the ancillaries.

Introduction	1.0 class hr.	Week 1
Preliminary Chapter	1.0 class hr.	
Chapter 1		
Paso 1	1.0 class hr.	
Paso 2	1.0 class hr.	Week 2
Paso 3	1.5 class hrs.	
Un paso más	0.5 class hr.	
Chapter 2		
Paso 1	1.5 class hrs.	Week 3
Paso 2	1.5 class hrs.	
Un paso más	0.5 class hr.	Week 4
Test	1.0 class hr.	
Chapter 3		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 5
Paso 3	1.5 class hrs.	
Un paso más	0.5 class hr.	Week 6
Chapter 4		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 7
Un paso más	0.5 class hr.	
Test	1.0 class hr.	
Chapter 5		
Paso 1	1.5 class hrs.	Week 8
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	Week 9
Un paso más	0.5 class hr.	
Chapter 6		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 10
Un paso más	0.5 class hr.	
Test	1.0 class hr.	
Chapter 7		
Paso 1	1.5 class hrs.	Week 11
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	Week 12
Un paso más	0.5 class hr.	
Chapter 8		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 13
Un paso más	0.5 class hr.	
Test	1.0 class hr.	

Chapter 9		
Paso 1	1.5 class hrs.	Week 14
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	Week 15
Un paso más	0.5 class hr.	
Review	1.0 class hr.	
	<u>45 class hrs.</u>	

Semester System B

Semester System: 15 weeks with 5 classes per week; M/W/F classes meet for 50 minutes and T/Th classes meet for 75 minutes (the equivalent of six class hours weekly).

This schedule will make extensive use of the entire textbook as well as the ancillary materials.

Introduction	1.0 class hr.	Week 1
Preliminary Chapter	2.0 class hrs.	
Chapter 1		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	Week 2
Paso 3	2.0 class hrs.	
Un paso más	2.0 class hrs.	
Activities	1.0 class hr.	
Review	0.5 class hr.	Week 3
Quiz	0.5 class hr.	
Chapter 2		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	
Un paso más	2.0 class hrs.	Week 4
Activities	1.0 class hr.	
Review	1.0 class hr.	
Test	1.0 class hr.	
Chapter 3		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	Week 5
Paso 3	2.0 class hrs.	
Un paso más	2.0 class hrs.	
Activities	1.0 class hr.	Week 6
Review	1.0 class hr.	
Test	1.0 class hr.	
Chapter 4		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	Week 7
Un paso más	2.0 class hrs.	
Activities	1.0 class hr.	
Review	0.5 class hr.	
Test	0.5 class hr.	
Chapter 5		
Paso 1	2.0 class hrs.	Week 8
Paso 2	2.0 class hrs.	
Paso 3	2.0 class hrs.	
Un paso más	2.0 class hrs.	Week 9
Activities	1.0 class hr.	
Review for Midterm	1.0 class hr.	
Written Midterm	1.0 class hr.	
Review for Oral	1.0 class hr.	
Oral Midterm	2.0 class hrs.	Week 10

Chapter 6		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	
Un paso más	2.0 class hrs.	Week 11
Activities	1.0 class hr.	
Review	0.5 class hr.	
Quiz	0.5 class hr.	
Chapter 7		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	Week 12
Paso 3	2.0 class hrs.	
Un paso más	2.0 class hrs.	
Activities	1.0 class hr.	
Review	1.0 class hr.	Week 13
Test	1.0 class hr.	
Chapter 8		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	
Un paso más	2.0 class hrs.	Week 14
Activities	1.0 class hr.	
Review	0.5 class hr.	
Quiz	0.5 class hr.	
Chapter 9		
Paso 1	2.0 class hrs.	
Paso 2	2.0 class hrs.	Week 15
Paso 3	2.0 class hrs.	
Un paso más	1.0 class hr.	
Review	1.0 class hr.	
	<hr/>	
	90 class hrs.	

Quarter System A

Quarter System: 10 weeks with 5 classes per week; each class hour is 50 minutes.

This schedule allows you to use all textbook materials and selected workbook items.

Introduction	1.0 class hr.	Week 1
Preliminary Chapter	1.5 class hrs.	
Chapter 1		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 2
Paso 3	1.5 class hrs.	
Un paso más	1.0 class hr.	
Chapter 2		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 3
Un paso más	1.0 class hr.	
Test	1.0 class hr.	
Chapter 3		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 4
Paso 3	1.5 class hr.	
Un paso más	1.0 class hr.	
Chapter 4		
Paso 1	1.5 class hrs.	Week 5
Paso 2	1.5 class hrs.	
Un paso más	1.0 class hr.	
Test	1.0 class hr.	

Chapter 5		
Paso 1	1.5 class hrs.	Week 6
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	
Un paso más	1.0 class hr.	
Chapter 6		
Paso 1	1.5 class hrs.	Week 7
Paso 2	1.5 class hrs.	
Un paso más	1.0 class hr.	
Test	1.0 class hr.	
Chapter 7		
Paso 1	1.5 class hrs.	Week 8
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	
Un paso más	1.0 class hr.	
Chapter 8		
Paso 1	1.5 class hrs.	Week 9
Paso 2	1.5 class hrs.	
Un paso más	1.0 class hr.	
Test	1.0 class hr.	
Chapter 9		
Paso 1	1.5 class hrs.	Week 10
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	
Un paso más	1.0 class hr.	
	<hr/>	
	50 class hrs.	

Quarter System B

Quarter System: 10 weeks with 3 classes per week; each class meets for 50 minutes.

Two quarters are necessary to cover the materials in *Puentes*. This schedule allows you to use all of the textbook materials and selected workbook items.

First Quarter

Introduction	1.0 class hr.	Week 1
Preliminary Chapter	1.0 class hr.	
Chapter 1		
Paso 1	1.5 class hrs.	Week 2
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	Week 3
Un paso más	1.0 class hr.	
Quiz	0.5 class hr.	
Chapter 2		
Paso 1	1.5 class hrs.	Week 4
Paso 2	1.5 class hrs.	
Un paso más	1.0 class hr.	
Test	1.0 class hr.	Week 5
Chapter 3		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 6
Paso 3	1.5 class hr.	
Un paso más	1.0 class hr.	Week 7
Quiz	0.5 class hr.	
Chapter 4		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 8
Un paso más	1.0 class hr.	
Test	1.0 class hr.	

Chapter 5		
Paso 1	1.5 class hrs.	Week 9
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	Week 10
Un paso más	1.0 class hr.	
Review	0.5 class hr.	
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	30 class hrs.	
Second Quarter		
Introduction	1.0 class hr.	Week 1
Review	2.0 class hrs.	
Chapter 6		
Paso 1	1.5 class hrs.	Week 2
Paso 2	1.5 class hrs.	
Un paso más	2.0 class hrs.	Week 3
Quiz	0.5 class hr.	
Chapter 7		
Paso 1	1.5 class hrs.	Week 4
Paso 2	1.5 class hrs.	
Paso 3	1.5 class hrs.	Week 5
Un paso más	2.0 class hrs.	
Review	1.0 class hr.	Week 6
Test	1.0 class hr.	
Chapter 8		
Paso 1	1.5 class hrs.	Week 7
Paso 2	1.5 class hrs.	
Un paso más	2.0 class hrs.	Week 8
Quiz	0.5 class hr.	
Chapter 9		
Paso 1	1.5 class hrs.	
Paso 2	1.5 class hrs.	Week 9
Paso 3	1.5 class hrs.	
Un paso más	2.0 class hrs.	Week 10
Review	1.0 class hr.	
	<hr/>	
	30 class hrs.	