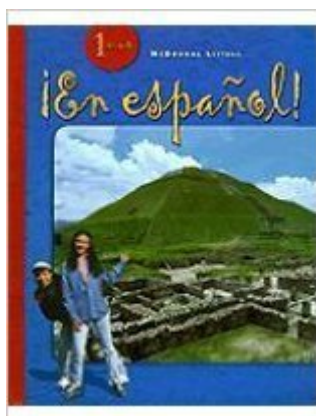


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# En Espanol, Level 1 (ÂiEn EspaÃ±ol!) (Spanish Edition)



## Synopsis

This book is immaculate. It's brand new! En Espanol, Level 1 (Spanish Edition) [Hardcover] Estella Gahala (Author), Patricia Hamilton Carlin (Author), Audrey L. Heining-Boynton (Author), Ricardo Otheguy (Author), Barbara J. Rupert (Author) ASIN: 0618250573 Seller SKU: U8-WO9M-PP1B

## Book Information

Series: *En español!*

Hardcover: 519 pages

Publisher: McDougal Littell; 4 edition (2004)

Language: Spanish

ISBN-10: 0618250573

ISBN-13: 978-0618250578

Product Dimensions: 9 x 1 x 11.2 inches

Shipping Weight: 2.8 pounds (View shipping rates and policies)

Average Customer Review: 4.3 out of 5 stars [See all reviews](#) (45 customer reviews)

Best Sellers Rank: #19,111 in Books (See Top 100 in Books) #4 in [Books > Teens > Education & Reference > Foreign Language Study > Spanish](#) #42 in [Books > Reference > Foreign Language Study & Reference > Instruction](#) #312 in [Books > Textbooks > Education](#)

## Customer Reviews

I am a Spanish teacher, and there are quite a few reasons why I do not like this book. Overall, my qualms can be summed up by saying that the book is flawed in terms of organization, opportunities for practice, clarity of instructions, and ability to use for remediation or self study. The organization of this book has little logic. Ar verbs are taught in a completely different chapter from er/ir verbs. There are little links to the chapter opener stories in terms of application of knowledge and acquisition of new grammatical concepts. You are simply given the story and a video and there are no activities that subsequently require students to analyze what they read and heard in light of having been introduced to the new grammatical concepts found therein. Practice is critical to language learning, and this book teaches the preterite, one of the most difficult concepts for Spanish language learners, and provides only 3 or 4 practice activities. There is also entirely too much vocabulary per chapter. There are more opportunities to practice vocabulary than there are to practice grammar, but the vocab would be overwhelming if you tried to cover it all in the time it takes to cover the grammatical concepts within the chapter. In the way of clarity, grammar intros are good and generally clear, but instructions that accompany activities are less than clear and the activities

themselves are often unclear, despite students' knowledge of the actual grammatical concepts. The activities usually require the teacher to provide separate instructions because even the English provided doesn't make these activities feasible for students to conquer alone. However, the workbook activities, aside from the listening, are generally perfect.

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