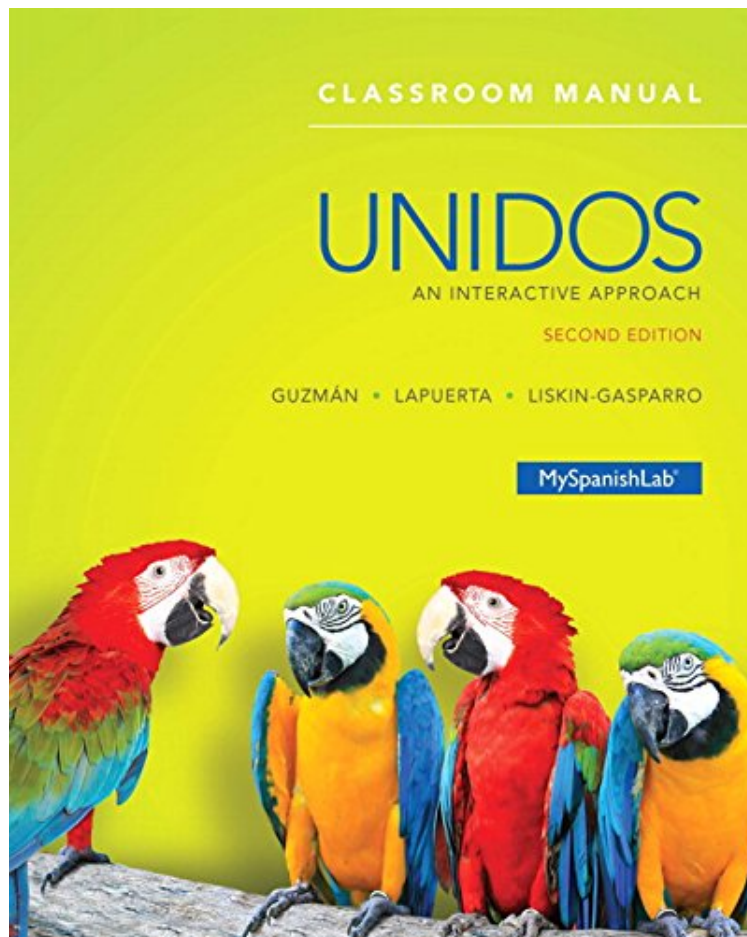


[Download free pdf] Unidos Classroom Manual: An Interactive Approach -- Access Card Package (2nd Edition)

## Unidos Classroom Manual: An Interactive Approach -- Access Card Package (2nd Edition)

*Elizabeth E. Guzmán, Paloma E. Lapuerta, Judith E. Liskin-Gasparro*  
audiobook / \*ebooks / Download PDF / ePub / DOC



[Download](#)

[Read Online](#)

#356636 in Books Guzman Elizabeth E 2015-05-02 Original language: English PDF # 1 11.00 x .80 x 8.101, .0  
Binding: Misc. Supplies Unidos Classroom Manual An Interactive Approach Access Card Package | File  
size: 69.Mb

**Elizabeth E. Guzmán, Paloma E. Lapuerta, Judith E. Liskin-Gasparro : Unidos Classroom Manual: An Interactive Approach -- Access Card Package (2nd Edition)** before purchasing it in order to gauge whether or not it would be worth my time, and all praised Unidos Classroom Manual: An Interactive Approach -- Access Card Package (2nd Edition):

9 of 9 people found the following review helpful. Classroom Manual By Wolflover I needed this for college and it's just as described. The one thing that bothers me is that it's not a textbook, it's in a hole punched form so you need a binder for it or it's just a stack of paper. But it does come with a free MySpanishLab pass, which is helpful even if your teacher doesn't assign stuff on it. 3 of 3 people found the following review helpful. One of the worst Spanish-learning

techniques I have ever used. By L Not a great resource. The online section does not contain any resources unless your instructor posts them. The book claims to have games, flashcards, and other resources but it does not. It also teaches the words in an unusual order so it is very difficult to learn from this book unless you already have a strong background in Spanish. Also due to the word order this book cannot be used in tandem with outside resources such as *dulingo*, *linguti*, *rosetastone*, or any other. This book also comes as loose pages, so you are paying full price for an incomplete product. I find the binder-style textbooks very unwieldy and difficult to navigate. Also the pages are very thin and weak so you are at constant risk of them tearing. No one in my class has been able to learn from this book, after a full semester we are all still hobbling through our classwork at a stilted beginners level. 3 of 3 people found the following review helpful. Confusing, even for a teacher with an advanced degree. By ReviewtooWell... I had to purchase this text for a class, but as a teacher of the French language, I would NOT recommend this book! It has some really helpful online components, but it takes a lot of digging to find them. Everything is completely split between the book and the online activities - i.e. you won't be able to find any verb conjugations in the text and have to log into your online portal to review them. I wish that everything was actually printed in the book AND offered online for extra practice, listening comprehension, pronunciation guides, etc.

**Its Time to Talk!** The Second Edition release of the only program designed to support the flipped classroom model includes enhanced and revised, class tested content, new video, a new, interactive eBook, and instant real-time classroom analytics made possible by Learning Catalytics. Are you ready to join the Unidos revolution? When Unidos appeared in 2012, it ushered in a completely new way of organizing the first year course. Incorporating the flip teaching model into its highly flexible approach, it capitalizes on using technology so that valuable class time is focused on applying knowledge rather than on instruction. It literally flips the nature of what typically takes place in class and out of class. Instead of first learning in the classroom and then practicing learned material out of class, students will, with Unidos, learn outside of class and then apply what they have learned in the communicative environment of the classroom.

About the Unidos Approach to Achieving Communicative Goals I like the idea of individualized online learning and assessment and freeing time for more communication activities so students can use the language more and not just talk about it. The student is given ample activities to practice vocabulary, grammar, and learn about the Hispanic culture. Luis Latoja, Columbus State Community College Unidos is a truly comprehensive program that best integrates the technology supported online practices with in-class communicative and theme-based activities with culture-rich content to develop students abilities to communicate in the target language. An Chung Cheng, University of Toledo About the Individualized Tools to Manage Differing Proficiency Levels The benefits are tremendous. It caters to all learning styles. No student would be left out. Students will be able to take advantage in their learning through this approach. Frances Alpre, Vanderbilt University The interactive nature of the exercises makes the learning experience outside the classroom more individualized, more interesting, and, therefore, more effective. Lea Ramsdell, Towson University About the Focus on Achieving Consistent Learning Outcomes This is a GREAT part of the chapter. It isn't in the margin. It isn't an aside. It is front and center, and clearly stated: Here is what you'll be doing and this is how you will know if you got it. Elizabeth Calvera, Virginia Tech University I like that there is a distinction between objectives, which are what a student will learn with his or her brain as they memorize vocabulary and grammar points, but the outcomes describe the meaningful contexts in which the student can actually acquire the ability to communicate without thinking through the various grammar points and vocabulary. Janie McNutt, Texas Tech University From the Back Cover Incorporating the About the Author Elizabeth E. Guzmán is the Director of the Elementary and Intermediate Spanish Language Program at the University of Iowa. Previously, she served as Language Coordinator at St. Johns University/College of St. Benedict, Director of the Spanish Program at Yale University, and Coordinator and Co-Director of the Elementary and Intermediate Language Program at The University of Michigan. In her native Chile, she supervised instructors of English as a Foreign Language. Ms. Guzmán received her B.A. in English from Universidad de Santiago (Chile) and her M.A. in English as a Second Language from West Virginia University, and then pursued doctoral studies at the University of Pittsburgh. She is a co-author of *Identidades* and several earlier editions of *Mosaicos*. Paloma Lapuerta holds the title of Professor of Spanish at Central Connecticut State University, where she teaches courses in Spanish language, culture, and literature. She has over twenty years of teaching experience at higher institutions around the world, including Spain, Switzerland, South Africa, and the United States, where she has taught at the University of Michigan, Dartmouth College, and the Middlebury College Spanish School. She completed her Licenciatura in Spanish Philology at the University of Salamanca, and she holds a Ph.D. in Spanish literature from the University of Geneva, Switzerland. She has published numerous articles and a book on Spanish culture and literature. She is a co-author of *Identidades*, *La escritura paso a paso*, and earlier editions of *Mosaicos*. Judith E. Liskin-Gasparro is a professor of Spanish at the University of Iowa, where she teaches courses in second language acquisition, pedagogy, and Spanish language. She is the co-director of FLARE (Foreign Language Acquisition Research and Education), which offers an interdisciplinary doctoral program

in Second Language Acquisition, and she was formerly the Director of the Elementary and Intermediate Spanish Language Program. Previously, she taught at Middlebury College and worked as a test development consultant at Educational Testing Service. She received her A.B. in Spanish from Bryn Mawr College, her M.A. from Princeton University and her Ph.D. from the University of Texas at Austin in Foreign Language Education. She has published articles and books on language learning and teaching and has led many workshops for language teachers. She is a co-author of *Identidades* and editor of the *Theory and Practice in Second Language Classroom Instruction* series.