

MUZZY BBC LANGUAGE PROGRAM * **

SCOPE and SEQUENCE

**adaptive to 5 languages with some variation in teaching books only. Follows national foreign language standards.

* for Spanish, French, German, Italian, ESOL

also available: **Irish Gaelic**; and new **Mandarin Chinese** in Home/Library Edition release 9/30/05

SEQUENCE

	STAGE 1	STAGE 2	STAGE 3	STAGE 4
	<p>MATERIALS</p> <p>LEVEL I 1st half <i>MUZZY Classroom Edition Level I</i> multimedia course, and <i>MUZZY Level I Lesson Plans</i> (for beginners of all ages, in Spanish, French, German, Italian, ESL.)</p> <p>OR, in Spanish only: <i>MUZZY Spanish Complete Elementary Program</i> (multimedia course Level I comes with <i>Teachers' Guide Curriculum Binder</i> in Units 1-9.)</p> <p>CD-ROM: <i>MUZZY at the Seaside</i> (one comes in Level I; also available in disk packs); <i>MUZZY Interactive Exercises on Six CD-ROMs</i> in Spanish or French (grades 2-3 and up, can be networked)</p> <p>SCOPE</p>	<p>MATERIALS</p> <p>LEVEL I 2nd half <i>MUZZY Classroom Edition Level I</i> multimedia course and <i>MUZZY Level I Lesson Plans</i> (for beginners of all ages, in Spanish, French, German, Italian, ESL.)</p> <p>OR: in Spanish only: <i>MUZZY Spanish Complete Elementary Program</i>: continue 2nd half of multimedia course Level I, Units 10-18 (anticipated for 2006)</p> <p><i>MUZZY at the Seaside CD-ROM packs</i>, OR <i>Interactive CD-ROMs</i> in Spanish or French (grades 2-3 and up)</p> <p>SCOPE</p>	<p>MATERIALS</p> <p>LEVEL II 1st half</p> <p><i>MUZZY Classroom Edition Level II</i>, Part A in Spanish, French, German, Italian, ESL</p> <p><i>MUZZY Level II Lesson Plans</i> book (Sp, Fr, Germ, Ital)</p> <p><i>MUZZY Interactive Exercises on CD-ROMs Level II</i> in Spanish /French</p> <p>SCOPE</p>	<p>MATERIALS</p> <p>LEVEL II 2nd half</p> <p><i>MUZZY Classroom Edition Level II</i>, Part B in Spanish, French, German, Italian, ESL</p> <p>same <i>MUZZY Level II Lesson Plans</i> book (Sp, FR, Germ, Ital)</p> <p><i>MUZZY Interactive Exercises on CD-ROMs Level II</i> in Spanish/French</p> <p>SCOPE</p>
Unit 1	Greetings & Introductions; Counting to 5; Describing people; Saying "I have / I am"	Review of 1st half MUZZY Level 1; Describing oneself in short sentences; Occupations	Review & Introductions; Telling time: quarter & half past the hour; Expressing time in terms of early/late	Review; Describing things in terms of <i>enough / too much / more</i> ; Asking how something seems and responding
Unit 2	Naming fruits; Using polite expressions; Counting to 10; Naming colors and shapes	Asking for things politely <i>May I have</i> ; Asking "how many;" Counting to 100	Expressing possession: <i>whose / mine/ his / hers / yours / our</i> ; Saying <i>I need / we need</i> ; Asking what one is doing and responding	Asking about health and responding; Saying that one is <i>going to do something</i> ; Placing a telephone call
Unit 3	Naming animals & reptiles; Classifying animals: farm/zoo/pets; Expressing likes & dislikes	Using the Spanish alphabet; Naming selected countries; Telling where one comes from	Expressing love & hate; Asking <i>how often</i> and responding; Using sentences involving clothing: <i>I wear</i>	Warning others of danger; Saying that one ought / ought not to do something; Asking for / giving information about rate of speed, distance and temperature
Unit 4	Naming foods & beverages; Classifying foods by food groups/food pyramid	Asking / answering information questions: <i>what? /who? /where?</i> ; Identifying objects by distinguishing <i>this/ that & these/ those</i> Giving orders; Describing location <i>under / in / on / in front of / between</i> Expressing capability: <i>I can / can't</i>	Referring to <i>someone / no one</i> ; Describing location: <i>outside /inside</i> ; Greeting people courteously and doing things carefully	Giving orders; Explaining how something works; Asking / answering questions: <i>What is it? / What's it like? / What color is it?</i>
Unit 5	Naming parts of the body & clothing; relating clothing to body	Telling time; Describing daily activities: mealtime/bathtime/bedtime; Describing leisure activities	Giving commands; Identifying foods; Offering food to others and accepting/declining politely	Describing geographical location: <i>north / south / east / west</i> ; Reading a map
Unit 6	Describing illness in short sentences; Expressing needs: <i>I'm hungry / thirsty / hot / cold / wet / tired</i> ; Numbers 11-20	Identifying rooms & floors of a house; Naming furniture and relating to a house; Saying directions: <i>left/right/in the middle</i>	Expressing quantity: <i>some /a lot / a little</i> ; Expressing present and past actions; Relating past events sequentially	Using sentences about transportation and going places; Identifying words relating to the community: buildings / zoo / circus / traffic light
Unit 7	Learning about family; Naming modes of transportation; Forming sentences about travel	Expressing fear; Asking the question <i>why</i> and responding; Comparing people and things	Asking others to be calm & quiet; Expressing future action; Referring to <i>something / nothing</i>	Naming classroom objects; Comparing people and things: big / bigger / biggest, etc. Expressing fault: <i>my fault / your fault</i> ;
Unit 8	Naming seasons & months; Using weather expressions; Naming sports and relating to seasons	Using ordinal numbers; Asking/offering help; Giving compliments & criticism	Following directions: <i>go right / left / straight ahead</i> ; Expressing importance; Recounting / asking question about past events	Expressing certainty, fear and reassurance; Saying the date: <i>today / tomorrow / yesterday</i>
Unit 9	Naming days of the week; Relating days and numbers to calendar; Counting to 31; Learning vowel sounds		Suggesting action: <i>Let's go</i> ; Asking where someone has gone and responding; Review Level II, Part A	Expressing joy and praise; Identifying musical instruments; Review of MUZZY Level II Part B