

Õpik Step by Step 2 on mõeldud õpilastele, kes õpivad inglise keelt kolmandat aastat. Käesolev õpik on jätkuks õpikutele **Step by Step Starter** ja **Step by Step 1**.

Õpiku ülesehitus:

- Igale tekstile eelnevad teemasse sissejuhatavad küsimused.
- Igale tekstile järgnevad tekstis kinnistamiseks mõeldud väljendid.
- Õppetükkide juurde kuuluvad küsimused ja suulised sõnavarajarjutused.
- Uus grammatika on värviliselt välja toodud.
- Õpikus on kasutatud mitmeid rütmisalme, mis on mõeldud konstruktsioonide ja grammatika kinnistamiseks.
- Teemade kokkuvõtteks ja kordamiseks on õpikusse lisatud projektitööd.
- Õpetajaraamatus on lisamaterjalina tähtsamaid pühi tutvustavad tekstid koos käelise tegevuse ülesannetega ning näidendiversioonid õpikus leiduvatest muinasjuttudest.

Õpikus leiavad kajastamist järgmised vestlusteemad:

- Kooliaasta algus, koolipäev, õppeained
- Nädalapäevad, kuud, aastaajad
- Pühad
- Sport ja trennid
- Reisimine, piletite ostmine, tee küsimine ja juhatamine
- Perekond
- Kodu
- Lemmikloomad
- Kaupluses

- Toit: toiduained, toidu valmistamine, restoranis
- Suvevaheaeg
- Muinasjutud: Kolm karu, Kuldkala, Lumivalguke, 12 kuud, Linnahiir ja Maahiir

Õppeaasta lõpuks peab õpilane omandama järgmised grammatika teemad:

- Ajad: the present simple, the present continuous, the past simple, "going to"- future
- Modaalverbid: can / can't, have to / mustn't
- Numbrid ja järgarvud 1 – 100
- Artikli kasutamise põhireeglid
- Some / any
- Omastavad asesõnad
- Nimisõnade mitmus
- Võrdlusastmed (ka erandid)
- Much / many – loendatavad ja loendamatud nimisõnad

Õppekomplekti kuulub lisaks õpikule ka töövihik kahes osas, CD ja õpetajaraamat, mis koosneb kuulamistekstide kogust, testidest koos vastustega ja lisa lugemismaterjalist.

Õpikut koostades pidasime silmas, et materjali oleks võimalik omandada nii kolme kui nelja keeletunniga nädalas. Kui kolme nädalatunniga tundub õpetajale materjal liiga mahukas, peab õpetaja tegema teatud valiku. Otsustamisel peaks arvestama, et kaetud saavad kõik grammatika- ja tähtsamad vestlusteemad. Kuna mõnda teemat on käsitletud mitmes järjestikus õppetükis, võib need koondada ühte tundi. Õpetajaraamatus toodud lisamaterjalid ei kuulu kohustuslikult läbitava materjali hulka. Töövihikus on * märgistatud harjutused, mis samuti ei ole kohustuslikud.

TEMAATILINE TUNNIJAOTUSPLAAN

| LESSONS | TOPIC | GRAMMAR, LANGUAGE | 3 LESSONS | 4 LESSONS |
|---------------------------|-----------------------------|--|-----------|-----------|
| | | | PER WEEK | PER WEEK |
| Lesson 1 p. 8 | The first of September. | <i>Present simple.</i> | 1 | 1 |
| Lesson 2 p. 10 | Back at school. | <i>Present simple:</i> positive and negative sentences. | 1 | 1 |
| Lesson 3 p. 13 | Gary's first day at school. | <i>Present simple:</i> yes / no questions Chant: Do you study English? | 1 | 2 |
| Lesson 4 p. 17 | Our summer holidays. | <i>Present simple:</i> Wh-questions. | 2 | 2 |
| Lesson 5 p. 20 | The week. | The days of the week. Chant: The week. | 1 | 1 |
| Lesson 6 p. 24 | Our second week at school. | <i>Articles.</i> | 1 | 1 |
| Lesson 7 p. 27 | Sports day. | <i>Present continuous.</i> Chant: Sports day. | 2 | 2 |
| Lesson 8 p. 31 | The weekend. | Have to – don't have to. Has to – doesn't have to. Project Work I: My week. | 2 | 3 |
| Lesson 9 p. 34 | The months of the year. | Can – cannot. | 1 | 1 |
| Lesson 10 p. 37 | Twelve months I. | Ordinal numbers 1–12. The names of the months. | 2 | 2 |

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| Lesson 11 p. 39 | Twelve months II. | Must – must not. | 2 | 2 |
| Lesson 12 p. 42 | Months and seasons. | Can – can't. Must – mustn't. | 1 | 1 |
| Lesson 13 p. 45 | Holidays. | <i>Cardinal and ordinal numbers 1–100.</i> Project work II: Seasons, months and holidays. Chant: My favourite day. | 2 | 3 |
| Lesson 14 p. 49 | Krista's letter to Sander. | Letter writing expressions. | 2 | 3 |
| Lesson 15 p. 51 | A bus trip. | Expressions for buying tickets. Chant: Let's go on a Trip. | 1 | 2 |
| Lesson 16 p. 54 | In the forest. | Plural of nouns. | 1 | 2 |
| Lesson 17 p. 58 | Tourists in Tallinn. | Some / any. | 2 | 2 |
| Lesson 18 p. 61 | Gary's project. | <i>Possessive pronouns:</i> My, your, his, her, its, our, their Project work: The United Kingdom | 2 | 3 |
| Lesson 19 p. 65 | A doctor's family. | Be proud of ... | 1 | 2 |
| Lesson 20 p. 67 | Visiting grandparents. | Can I have ... ? | 1 | 2 |
| Lesson 21 p. 70 | Erik is ill. | Talking about illnesses. Chant: I have to be good. | 2 | 2 |
| Lesson 22 p. 73 | Who is taller? | <i>Comparison of short adjectives:</i> positive and comparative forms. | 1 | 2 |

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| Lesson 23 p. 76 | At the zoo. | <i>Comparison of short adjectives:</i> positive, comparative and superlative forms. | 2 | 2 |
| Lesson 24 p. 79 | The <i>shortest</i> girl in the class I. | (Not) as smart as. Chant: Who is the tallest? | 1 | 1 |
| Lesson 25 p. 82 | The <i>shortest</i> girl in the class II. | In a loud voice, in a quiet voice etc. Project work IV: My family tree. | 2 | 3 |
| Lesson 26 p. 86 | Krista's home. | Want to... Talking about houses and gardens. Introducing people. | 2 | 2 |
| Lesson 27 p. 89 | Gary's home. | Talking about flats. | 2 | 2 |
| Lesson 28 p. 91 | Sander's home. | Talking about houses, flats and ooms. Chant: Where do you live? Project work V: My home. | 2 | 3 |
| Lesson 29 p. 97 | Asking the way. | Asking the way and giving directions. | 2 | 3 |
| Lesson 30 p. 101 | In a toy shop. | Some / any. Chant: Have you got any cats? | 1 | 2 |
| Lesson 31 p. 104 | Caps for sale. | All the monkeys wear caps. Every monkey wears a cap. | 2 | 3 |
| Lesson 32 p. 108 | When I was a baby. | <i>Past simple:</i> was, were. | 2 | 2 |
| Lesson 33 p. 110 | Yesterday. | <i>Past simple:</i> was, were. | 1 | 2 |

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| Lesson 34 p. 112 | Pets day. | <i>Past simple irregular verb:</i> have – had. <i>Pronouns:</i> with me, with you etc. Project work VI: Special days at school. | 2 | 3 |
| Lesson 35 p. 117 | Basketball practice. | <i>Past simple:</i> regular verbs. Negative sentences, Yes / no questions. | 2 | 2 |
| Lesson 36 p. 120 | What did you do yesterday? | <i>Past simple:</i> Wh-questions. Chant: What did you do yesterday? | 2 | 3 |
| Lesson 37 p. 123 | A birthday party. | <i>Past simple:</i> sit – sat, get – got, say – said. | 2 | 3 |
| Lesson 38 p. 126 | Last weekend. | <i>Past simple:</i> build – built, make – made, take – took, go – went. | 2 | 2 |
| Lesson 39 p. 128 | Gary's day. | <i>Past simple:</i> wake up – woke up, get up – got up, get dressed – got dressed, do – did. Project work VII: Last weekend. | 2 | 3 |
| Lesson 40 p. 131 | The three bears I. | <i>Past simple:</i> put – put, can – could, see – saw. | 2 | 2 |
| Lesson 41 p. 134 | The three bears II. | <i>Past simple:</i> eat – ate, break – broke, fall asleep – fell asleep, come – came, run – ran. <i>Possessive case:</i> bear's / bears'. | 2 | 3 |
| Lesson 42 p. 137 | The babysitter. | <i>Past simple:</i> fall – fell, give – gave, drink – drank. Who(m)? Whose? Chant: The teacher asked me. | 2 | 2 |

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| Lesson 43 p. 141 | The fisherman and his wife I. | <i>Past simple</i> : catch – caught, tell – told. | 2 | 2 |
| Lesson 44 p. 144 | The fisherman and his wife II. | <i>Past simple</i> . | 2 | 3 |
| Lesson 45 p. 146 | Let's go to the cinema. | <i>Past simple</i> : hear – heard. Project work VIII : Planning a weekend. | 2 | 3 |
| Lesson 46 p. 150 | Shopping. | <i>Reflexive pronouns</i> : myself, yourself, himself, herself. | 1 | 2 |
| Lesson 47 p. 153 | Ski trip. | <i>Reflexive pronouns</i> : ourselves, yourselves, themselves. | 2 | 2 |
| Lesson 48 p. 156 | Snow White and the seven dwarfs I. | <i>Past simple</i> : fall ill – fell ill, grow up – grew up, leave – left. | 2 | 3 |
| Lesson 49 p. 159 | Snow White and the seven dwarfs II. | <i>Past simple</i> : sing – sang, find out – found out, fall in love – fell in love, get married – got married. | 2 | 3 |
| Lesson 50 p. 161 | The town mouse and the country mouse I. | <i>Past simple</i> : think – thought. <i>Gerund</i> : I like playing, I don't like skiing. Chant : I like reading. | 2 | 3 |
| Lesson 51 p. 164 | The town mouse and the country mouse II. | <i>Past simple</i> : understand – understood. Too much / too many. Chant : Too many, too much. | 2 | 3 |
| Lesson 52 | Meals of the | Always, often, never, usually, | 2 | 2 |

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| p. 167 | day. | sometimes. | | |
| Lesson 53 p. 170 | Cooking lesson. | <i>Past simple:</i> cut – cut. | 2 | 3 |
| Lesson 54 p. 172 | In a restaurant. | I would like..., I would not like... Would you like? Chant: Favourite food. Project Work IX: In a restaurant. | 2 | 3 |
| Lesson 55 p. 177 | A lie I. | <i>Past simple:</i> ride – rode, fly – flew, hit – hit. | 1 | 2 |
| Lesson 56 p. 179 | A lie II. | <i>Past simple:</i> blow – blew, feel – felt, know – knew. | 2 | 2 |
| Lesson 57 p. 182 | The talkative frog. | <i>Past simple:</i> write – wrote, read – read, hold – held. | 2 | 2 |
| Lesson 58 p. 185 | The school year is over. | Going to – future. I'm going to have a rest in summer. | 1 | 2 |
| Total | | | 98 | 130 |

Õppeaastas on 35 õppenädalat. 3 nädalatunniga on õppeaastas 105 õppetundi. 4 nädalatunniga on õppeaastas 140 õppetundi.

Materjal on jaotatud soovituslikult tundide peale nii, et õpetajal jääks tunde, mida kasutada kordamiseks või lisamaterjali kasutamiseks nii õppeaasta keskel kui ka lõpus.