English Insight 1

Teacher's Resource Book

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Teacher's Resource Book

© 2024 by Goyal Brothers Prakashan
Educational Publishers
New Delhi, India

Published in Indonesia by Yudhistira Publisher
Copublished with PRIME Publications

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First Printing
June 2025
ISBN:

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Introduction

Welcome to English Insight 1: Teacher's Resource Book

This Teacher's Resource Book is your trusted guide to delivering fun, engaging, and effective English lessons for first-grade elementary school students. Aligned with the Merdeka Curriculum, it provides clear support and thoughtful guidance to help you make the most of each unit in the coursebook and workbook.

English Insight 1 empowers teachers with practical lesson plans, helpful tips, answer keys, and extension ideas that make classroom instruction smooth and meaningful. Each section is designed to support language development while encouraging creativity, confidence, and communication in young learners.

Whether you are an experienced teacher or new to the classroom, this book offers a flexible and supportive framework that helps you create joyful learning experiences. We hope **English Insight 1: Teacher's Resource Book** becomes your valuable companion in nurturing a love for English in every student you teach.

— ***The Publishers***

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1 Pascal's Five Senses

Overview

This poem is taught because

- it introduces the five sense organs to the students, and
- it teaches the students about the role of each sense organ.

Materials/Teaching Aids Required

- Board and writing material
- Crayons and drawing sheets
- Audiovisual aid (if available)
- Flashcards for the Short Vowel Sounds activity

Pedagogical Guidance

The activities in this poem are carefully designed to make learning fun and engaging for all the students in the class. The activities are learner-centric and incorporate various techniques of teaching such as direct instruction, kinesthetic learning, game-based learning, learning with the help of digital media, etc. We recommend that you carry out most of the suggested activities to enhance the students' learning experience.

Allocation of Periods

- Period 1: Warm Up, Word Check, Use Word Check
- Period 2: Flying Start
- Period 3: Flying Start (continued), Sum-up Text
- Period 4: Word Wise, Grammar Check
- Period 5: Grammar Check (continued), Listener's Lap
- Period 6: Speaking Track, Pen Down
- Period 7: Pen Down (continued), Finish Line

Summary

This poem describes Pascal's five sense organs. There are five senses-sight, smell, touch, taste and hearing. Our senses help us understand what's happening around us. The poet starts by describing Pascal's ears and says that his ears help him hear as well as maintain his balance. Pascal's eyes help him see things around him and differentiate between colours. The poet further explains that Pascal's hands help him with touching and feeling the texture of various things around him. His tongue helps him taste various food items and enables him to distinguish sweet from sour. The poet further talks about Pascal's nose that enables him to smell various things around him, including the food items that he likes to chew. The poet explains that Pascal's senses help him think and decide what he should do. He points at the picture of Pascal in the book that shows his five sense organs. The poet calls the five senses Pascal's helpers and labels them as ears, eyes, hands, tongue and nose

METHODOLOGY

Period 1

Warm Up — Time Allocated: 15 minutes

Learning Objective: To understand the context in which the poem is set, i.e. learning about sense organs	**Learning Outcome:** The students will be able to understand the learning objective and improve their thinking ability.
Teacher Activity	**Student Activity**
• Once done, ask the students which body parts they have used during the above activity. Choose 2-3 students and ask them to respond.	• Responding to the teacher's question
• Discuss the correct answers and ask the students to mark them in their textbooks.	• Marking the correct answers in the textbook.

Period 1

Word Check and Use Word Check — Time Allocated: 25 minutes

Learning Objective: To learn new words and know how to use them appropriately	Learning Outcome: The students will be able to use the new words in different contexts.
Teacher Activity	**Student Activity**

• Read each word in the Word Check list and explain their meaning to the students. Write these words on the board as you explain them.	• Listening to the teacher and understanding the new words
• Link each word with actions and ask the students to follow you while you enact the actions. **Examples:** **Balance:** Walk with a book on your head. Chew: Pretend to unwrap chocolate and put it in your mouth and chew. **Sour:** Display the expression of eating a sour lemon. **Decide:** On the board, draw a picture of an apple and a banana. Pretend you are deciding what you would like to eat.	• Imitating the teacher to understand, by means of actions, what each new word means
• Helpers: Help the students understand what helping others means by enacting actions such as offering water, holding their bag, cleaning their desk, etc.	
• Ask the students to attempt the Fill in the blanks exercise individually.	• Applying the learning of new words
• Discuss the answers and ask them to make corrections in their textbooks/ notebooks if required.	• Writing the correct answers in the textbook/notebook

Period 2

Flying

Start Time Allocated: 40 minutes

Learning Objective: To comprehend the text by listening	**Learning Outcome**: The students will be able to develop comprehension and active listening skills.

Teacher Activity	Student Activity
• Start the session by playing a game called Simon Says. Students have to perform as directed. Make it fun by increasing the speed. (a) Close your eyes. (b) Stand up. (c) Sit down. (d) Clap your hands. (e) Pull your ears. (f) Blow your nose. (g) Stick your tongue out. (h) Jump. (i) Tum around.	• Listening to the teacher's instructions and performing as directed
• Now, ask the students about the functions of different sense organs-eyes, ears, nose, tongue,	• Responding to the teacher's questions
• Once this is done, read the poem slowly to the class in the form of a rhyme-assign a tune to the rhyme.	
• Tell the class to touch the organs the poem talks about as you read. For example, touch the eyes when the poem reads: Tommy's eyes help him see If something's red or blue.	• Listening carefully and touching the sense organs as the teacher reads the poem

Period 3

Flying Start (continued) Time Allocated: 20 minutes

Learning Objective: To comprehend the text by practising reading	**Learning Outcome**: The students will be able to develop their comprehension and inferential skills.
Teacher Activity	**Student Activity**
• Start the session by asking questions to check the students' understanding of the poem.	• Answering questions based on understanding
• Divide the class into 6-8 groups, depending on the number of students.	

• Each group has to create a tune for the rhyme in 10 minutes.	• Working with the group members to create a tune for the rhyme
• Discuss the correct answers and ask the students to mark them in their textbooks.	• Singing the rhyme as a group

Period 3

Sum-up Text — Time Allocated: 20 minutes

Learning Objective: To check the students' understanding of the poem in an exhaustive way	**Learning Outcome:** The students will be able to build analytical and reasoning skills.
Teacher Activity	**Student Activity**
• Within their groups, ask the students to attempt the Sum-up Text section-parts A, B and C.	• Discussing with group members and answering the questions in the textbook
• Now, hold a quiz among the groups based on the exercises.	• Responding to the teacher's questions
• Make a table on the board for scoring. Assign 10 points for a correct answer. No points will be awarded for a wrong answer.	
• Ask the students to mark/write the correct answers in their textbooks/ notebooks while the groups respond to the quiz questions.	• Marking the correct answers in the textbook.

Period 4

Word Wise — Time Allocated: 30 minutes

Learning Objective: To improve pronunciation by learning short vowel sounds; to improve the vocabulary skills	**Learning Outcome**: The students will be able to improve their pronunciation and vocabulary skills.
Teacher Activity	**Student Activity**

• Bring flashcards to the classroom with pictures of everyday items that have a short vowel sound pan, mat, pen, egg, tin, bin, top, box, sun, thumb.	
• Ask the students what these objects are. As they respond, write the short vowel sounds along with the names of the objects on the board.	Looking at the flashcards and guessing the names of the objects
• Ask the students to attempt the exercises in this section with their partners.	Working in pairs and attempting the exercises
• Explain the questions to the students if they face any difficulty in reading.	Asking the teacher for clarification, if required
• After 10 minutes, discuss the answers and ask the students to make corrections in their textbooks/notebooks if required.	Writing the correct answers in the textbook/ notebook

Period 4

Grammar Check — Time Allocated: 10 minutes

Learning Objective: To learn about sense verbs	**Learning Outcome:** The students will be able to identify and use sense verbs that relate to the five senses
Teacher Activity	**Student Activity**
Explain what sense verbs are (verbs related to seeing, hearing, smelling, tasting, and touching). Give clear examples for each sense.	Listening to the teacher
Divide the class into 3 groups and give one passage to each group. Ask students to work together to identify the sense verbs in their passage (verbs related to see, hear, smell, taste, or touch).	Work in groups

Period 5

Listener's Lap | Time Allocated: 20 minutes

Learning Objective: To develop listening skills and check for students' understanding of the listening text	**Learning Outcome**: The students will be able to develop their listening and comprehension skills.
Teacher Activity	**Student Activity**
• Divide the class into groups.	
• Read out the statements given in the Listening Text for the Teacher on page-119 to the class.	• Listening to the teacher and working with the group members to give correct answers
• Make a table on the board for scoring. Give 10 points for each correct answer.	

Period 6

Speaking Track | Time Allocated: 15 minutes

Learning Objective: To enhance speaking/ communication skills	**Learning Outcome**: The students will be able to apply their creativity and enhance their speaking skills.
Teacher Activity	**Student Activity**
• Follow the instructions given in the book to conduct the activity in this section.	• Completing the exercise with the group members
• Divide the class into 5 groups.	
• Ask each group to choose a sense organ and list two different functions of the respective sense organ.	• Participating in the class activity listing the functions of the sense organs
• Give one point for every correct answer. Move around to ensure that there is maximum participation.	

Period 6

Pen Down — Time Allocated: 15 minutes

Learning Objective: To check the students' imagination and observation skills	**Learning Outcome**: The students will be able to improve their creative writing skills.
Teacher Activity	**Student Activity**
• Take the students to the playground or garden or park or any other open space with their notebooks.	
• Ask them to observe what they can smell, hear, taste, see and feel.	• Observing the things around and noting the observations in the notebook.
• Ask the students to form a circle and discuss their observations. Ask one student to talk about what they saw, the next one about what they heard and so on.	• Discussing with the rest of the class

Period 7

Pen Down (continued) — Time Allocated: 25 minutes

Learning Objective: To check the students' imagination and observation skills	**Learning Outcome:** The students will be able to improve their creative writing skills..
Teacher Activity	**Student Activity**
• Discuss the previous days' observations of the students in class. Ask the students to complete the exercise in textbook/ notebook.	• Discussing observation and writing answers in the textbook/notebook

Period 7

Finish Line — Time Allocated: 25 minutes

Learning Objective: To sum up the learning from the poem	**Learning Outcome**: The students will be able to understand the importance of the sense organs.

Teacher Activity	Student Activity
• Divide the class into 5 groups.	
• Assign one sense organ to each group. Ask the groups to draw a picture of the assigned sense organ on a chart paper and note down one wonderful thing that they can do with them.	• Drawing pictures • Writing about the functions of the sense organs on the chart paper

Textbook Answer Key

Reading Comprehension

B. 1. Music
2. Flowers
3. Taste
4. Rain

C. 1. See
2. Taste
3. Wind
4. Flower

D. 1. See
2. Hear
3. Smell
4. Taste
5. Feel

Word Wise

B. 1. Comet
2. Bat
3. Apple

C. 1. Any
2. Could
3. Duck
4. Just
5. Kite
6. Open
7. Take
8. Top

Grammar Check

B. 1. Smell – nose
2. See – eyes
3. Feel – hands
4. Taste – tongue
5. Hear – ears

Listener's Lap

1. Ear
2. Skin
3. Eyes
4. Tongue
5. Nose

Workbook Answer Key

Reading Comprehension

B

1. Music
2. Flowers
3. Taste
4. Rain

C

1. See
2. Taste
3. Wind
4. Flower

D

1. See
2. Hear
3. Smell
4. Taste
5. Feel

Word Wise

B

1. Come
2. Bat
3. Apple

C

1. Any
2. Could
3. Duck
4. Just
5. Kite
6. Open
7. Take
8. Top

Grammar Check

B

1. Smell – nose
2. See – eyes
3. Feel – hands
4. Taste – tongue
5. Hear – ears

Listener's Lap

1. Ear
2. Skin
3. Eyes
4. Tongue
5. Nose