

English Insight

4

Teacher's Resource Book

Author

Dr Lucy Shaily | Leena K.

English Insight 4

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Authors
Dr Lucy Shaily
Leena K.

Series Editor
Rina Dwi

Graphic Designers
Taufan I.

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Introduction

Welcome to English Insight 4: Teacher's Resource Book

This Teacher's Resource Book is your trusted guide to delivering fun, engaging, and effective English lessons for fourth-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 4 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 4: 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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Overview

This poem is taught because

- it helps the students identify different animals with the primary focus on animals found in a sanctuary, and
- it describes to the students the ways of different animals and how we should be around them.

Materials/Teaching Aids Required

- Board and writing material
- If audiovisual aid is available, download the following video clips:
“Animal Kingdom – Domestic and Wild Animals” (<https://youtube/mQA4v0qV9M8>) for the Warm Up section.
“Night Animals Animal Songs” (youtube.com/watch?v=AoXpTQwB5qc) and “Diurnal Animal Song” (https://youtu.be/FrElwjkPK_o) for Flying Start.
- If audiovisual aid is not available, print out a chart displaying different domestic and wild animals and flashcards showing diurnal and nocturnal animals.
- A strip of faux fur (could be taken from an old winter jacket), shells, feathers, flashcards of different animals including those that creep and crawl for the Word Check section.
- 5 flashcards with 5 other misspelt words for the Word Wise section
- A drawing book or A4 size sheets for each student, crayons, beads, cotton, glue, scissors for the Finish Line activity

Pedagogical Guidance

The activities in this poem will help the students learn the lesson in a systematic and organised manner. This lesson plan will give you a wide range of techniques which utilise many senses to make learning more meaningful and useful. The activities have been carefully listed, keeping in mind the need to develop the cognitive and inferential skills of the students.

Allocation of Periods

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

Summary

This poem is about birds and animals that live in a sanctuary. The poet tells the readers that whenever we go to see these birds and animals in a sanctuary, we must not move or try to scare the animals. We need to understand that some animals may move slowly and carefully while some may appear as though they are hiding. Some animals come out at night while some may move only during the day. The poet brings our focus to the fact that most animals are soft and gentle and should not be scared away but befriended by us. We must stay calm around animals and make them feel protected. Most of the times, these animals and birds do not do any harm till they feel threatened and stressed. So, the poet lays emphasis on the fact that one should not make any noise that may scare the animals and repeats the line 'Do not stir, Do not stir'. So, one should 'watch for feather or fur' by looking out for them rather than simply looking at them.

METHODOLOGY

Period 1

Warm Up

Time Allocated: 20 minutes

Learning Objective: To understand the context in which the poem is set, i.e. learning about birds and animals	Learning Outcome: The students will be able to understand the learning objective and learn to observe their surroundings, the types of animals and their ways in their habitat.
Teacher Activity	Student Activity
<ul style="list-style-type: none">• Start the session by playing a downloaded clip titled "Animal Kingdom – Domestic and Wild Animals" (https://youtu.be/mQA4vOqV9M8) <p>Note: You may learn the words prior to teaching the lesson and ask the entire class to sing with you while the clip plays in the background.</p>	<ul style="list-style-type: none">• Watching the clip and singing along

<ul style="list-style-type: none"> • If a projector is not available, you can print out flashcards of animals and their classifications into domestic and wild animals from www.google.com or https://esl-kids.com/pdf/animals/large-animals1.pdf. 	<ul style="list-style-type: none"> • Observing the flashcards or chart given by the teacher
<ul style="list-style-type: none"> • Once they are done, ask the students if they can associate any of the animals in the clip or the chart with that of the Warm Up activity in the textbook. Choose 2-3 students to match the pictures showing animals and differentiating between those that are domestic and those that are wild animals. 	<ul style="list-style-type: none"> • Responding to the teacher's question
<ul style="list-style-type: none"> • Discuss the correct answers and ask the students to write the names of the animals as directed in the Warm Up section. 	<ul style="list-style-type: none"> • Writing the correct answers in the textbook

Period 1

Word Check

Time Allocated: 20 minutes

<p>Learning Objective: To learn new words and phrases and know how to use them appropriately</p>	<p>Learning Outcome: The students will be able to use the new words and phrases in different contexts.</p>
<p>Teacher Activity</p> <ul style="list-style-type: none"> • Read each word and phrase in the Word Check list and explain their meaning to the students. Write these words on the board as you explain them. • Now, divide the class into 5 groups. Assign one word from the Word Check section to each group. • Ask the groups to decide an action for the word assigned to them and also make 2 sentences using the assigned word. • Ask the groups to be as creative as they can be. Call the groups one by one to enact the words. Also, ask the groups to read out aloud the sentences they would have framed. 	<p>Student Activity</p> <ul style="list-style-type: none"> • Listening to the teacher and understanding the new words • Participating in the activity

<ul style="list-style-type: none"> • Ask the students to attempt the Fill in the blanks exercise individually. 	<ul style="list-style-type: none"> • Attempting the exercise individually
<ul style="list-style-type: none"> • Discuss the answers and ask the students to make corrections in the textbook if required. 	<ul style="list-style-type: none"> • Writing the correct answers in the textbook

Period 2

Flying Start

Time Allocated: 40 minutes

<p>Learning Objective: To comprehend the text by listening and watching a video</p>	<p>Learning Outcome: The students will be able to develop comprehension and active listening skills.</p>
<p>Teacher Activity</p>	<p>Student Activity</p>
<ul style="list-style-type: none"> • Read the poem aloud to the class and explain the poem through the summary provided. 	<ul style="list-style-type: none"> • Listening to the teacher carefully
<ul style="list-style-type: none"> • Further, if audiovisual aid is available, download the clips titled “Night Animals Animal Songs” (youtube.com/watch?v=AoXpTQwB5qc) and “Diurnal Animal Song” (https://youtube.com/watch?v=FrElwjkPK_o) and project it before the class. 	<ul style="list-style-type: none"> • Watching the clip/flashcards
<ul style="list-style-type: none"> • If a projector is not available, you can show the different wild nocturnal and diurnal animals and birds through flashcards. 	<ul style="list-style-type: none"> • Looking at the flashcards
<ul style="list-style-type: none"> • Ask some questions related to the lesson to check for the students’ understanding of the lesson. You can also do this in the form of a quiz if there is time. 	<ul style="list-style-type: none"> • Responding to the teacher

Period 3

Flying Start (continued)

Time Allocated: 20 minutes

<p>Learning Objective: To comprehend the text through pictures and group activity</p>	<p>Learning Outcome: The students will be able to develop their comprehension and inferential skills.</p>
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Teacher Activity	Student Activity
<ul style="list-style-type: none"> Print pictures of different animals and birds – both nocturnal and diurnal. 	
<ul style="list-style-type: none"> Divide the class into 4 groups and give each group a picture of one animal or bird. Ask each group to discuss and tell the class three characteristic features about the animal or bird they've been given. <p>Note: The groups have to mention whether the animal is a night creature or a day one. The students must also add what we must do to protect these animals and birds.</p>	<ul style="list-style-type: none"> Discussing with the group members and presenting to the rest of the class
<ul style="list-style-type: none"> You may reward the entire class for getting the description of the animal or bird right. 	

Period 3

Sum-up Text

Time Allocated: 20 minutes

<p>Learning Objective: To check the students' understanding of the lesson in a comprehensive way</p>	<p>Learning Outcome: The students will be able to build analytical and reasoning skills.</p>
Teacher Activity	Student Activity
<ul style="list-style-type: none"> Explain to the students the term 'alliteration' with examples (the occurrence of the same letter or sound at the beginning of closely connected words) <p>Example: the sweet birds sang</p> <ul style="list-style-type: none"> Also, explain to them what 'chorus' means. 	<ul style="list-style-type: none"> Listening to the teacher
<ul style="list-style-type: none"> Give a few examples with the help of a poem that they had read in the past. 	
<ul style="list-style-type: none"> Within their groups, ask the students to attempt Exercises A and C. 	<ul style="list-style-type: none"> Discussing with group members and answering the questions in the textbook
<ul style="list-style-type: none"> Discuss the answers to Exercise B and ask the students to write the answers in their notebooks. 	<ul style="list-style-type: none"> Writing the answers and making corrections in the notebook

<ul style="list-style-type: none"> • Now, hold a quiz among the groups based on the exercises. 	<ul style="list-style-type: none"> • Responding to the teacher's questions
<ul style="list-style-type: none"> • Ask the students to mark the correct answers in their textbooks while the groups respond to the quiz questions. 	<ul style="list-style-type: none"> • Writing correct answers in the textbook

Period 4

Word Wise

Time Allocated: 40 minutes

<p>Learning Objective: To improve spelling and vocabulary</p>	<p>Learning Outcome: The students will be able to improve their spelling and vocabulary</p>
<p>Teacher Activity</p>	<p>Student Activity</p>
<ul style="list-style-type: none"> • Write the misspelt words from the Word Wise section on the board and ask the students to volunteer and come forward to write the correct spellings. 	<ul style="list-style-type: none"> • Taking turns to write the correct spellings
<ul style="list-style-type: none"> • Ask the rest of the students to look at their textbooks and repeat each word loudly. Ask them to pronounce the word together. 	<ul style="list-style-type: none"> • Listening and responding to the teacher
<ul style="list-style-type: none"> • Now, divide the students into 5 teams and give each team a flashcard with extra/additional misspelt words (different from the ones in the textbook). • The team which can write the correct spelling for all the words in the least amount of time will be the winner. <p>Note: The groups can get extra points if they are able to tell the meaning of the words that they spelt.</p>	<ul style="list-style-type: none"> • Responding to the teacher

<ul style="list-style-type: none"> • Explain the concept of One Word for Many with the help of examples such as: Living in air – Aerial That which can be heard – Audible An animal that eats flesh – Carnivore Condition of sleep during certain parts of the year – Hibernation • Now, ask the students to raise their hands if they understand the words given in the textbook. From the students who would have raised their hands, choose 3-4 students to explain the meaning of the words. 	<ul style="list-style-type: none"> • Listening and responding to the teacher
<ul style="list-style-type: none"> • Now, ask the students to guess the most appropriate word which replaces the group of words in Exercise B. This will be an individual exercise. 	<ul style="list-style-type: none"> • Guessing the words for Exercise B

Period 5

Grammar Check

Time Allocated: 25 minutes

<p>Learning Objective: To learn about the rules for simple present tense and present continuous tense</p>	<p>Learning Outcome: The students will learn about simple present and present continuous tenses.</p>
<p>Teacher Activity</p>	<p>Student Activity</p>
<ul style="list-style-type: none"> • Explain when simple present tense and present continuous tense are used. 	<ul style="list-style-type: none"> • Listening to the teacher
<ul style="list-style-type: none"> • Write 5-6 sentences on the board. Examples: My aunt is sitting in the drawing room. My dog sleeps in my room. 	

<ul style="list-style-type: none"> • Now, choose a few students to underline the verbs in the sentences written on the board and identify the tense. • Once they are done, divide the class into pairs and one of them to mime actions that people do every day while the partner must guess what is being enacted. <p>Example: Student A pretends to brush his/her teeth. Student B says- “You are brushing your teeth.”</p>	<ul style="list-style-type: none"> • Responding to the teacher
<ul style="list-style-type: none"> • Ask the students to attempt Exercises A and B. • Discuss the correct answers and ask the students to make corrections in their textbook if required. 	<ul style="list-style-type: none"> • Attempting the exercises individually and marking the correct answers in their textbooks

Period 5

Listener’s Lap minutes

Time Allocated: 15

<p>Learning Objective: To develop listening skills and check for students’ understanding of words which share common sounds</p>	<p>Learning Outcome: The students will be able to develop their listening and comprehension skills.</p>
<p>Teacher Activity</p>	<p>Student Activity</p>
<ul style="list-style-type: none"> • Read out the words under the Listening Text for the Teacher to the entire class. • Ask them to listen carefully and think of words that share sounds with the words given under the Listener’s Lap section. 	<ul style="list-style-type: none"> • Listening to the teacher
<ul style="list-style-type: none"> • Ask the students to write the answers to the questions given in the textbook. 	<ul style="list-style-type: none"> • Writing the correct answers

Period 6

Speaking Track

Time Allocated: 20 minutes

Learning Objective: To enhance speaking/ communication skills	Learning Outcome: The students will be able to apply their creativity and enhance speaking skills
Teacher Activity	Student Activity
<ul style="list-style-type: none"> Take the students outdoors along with their textbooks. 	<ul style="list-style-type: none"> Following the teacher's instruction
<ul style="list-style-type: none"> Conduct a game called 'Circle of Colours' (Instructions given in the textbook) Make the students stand in a circle and ask each student to read out the colour (and not the word itself) of the words given in the exercise. The one who is unable to say the right colour will step out of the circle. You can play multiple rounds of the activity. 	<ul style="list-style-type: none"> Playing the game

Period 6

Pen Down

Time Allocated: 20 minutes

Learning Objective: To check the students' imagination and encourage a sense of awareness	Learning Outcome: The students will be able to connect to nature and improve on their communication and socio-emotional skills.
Teacher Activity	Student Activity
<ul style="list-style-type: none"> Ask the students if they have ever been to a national wildlife reserve or a zoo. If they haven't been to one, describe to them what the environment of a wildlife reserve or zoo is like and ask them to listen and try to visualize it. 	<ul style="list-style-type: none"> Listening to the teacher
<ul style="list-style-type: none"> Ask the students to try answering the clue questions given in the Pen Down section and write their responses in the notebook. 	<ul style="list-style-type: none"> Discussing their answers and writing in their notebooks
<ul style="list-style-type: none"> Ask the students to stand voluntarily and share their ideas on how they would take care of these animals and how we can protect them. 	<ul style="list-style-type: none"> Sharing ideas

Period 7

Finish Line

Time Allocated: 40 minutes

Learning Objective: To sum up learning from the lesson	Learning Outcome: The students will be able to sum up their learning and be made aware of the ways they can contribute to conserving nature.
Teacher Activity	Student Activity
<ul style="list-style-type: none">You will require a drawing book or A4 size sheets for each student, crayons, beads, cotton, glue and scissors for this activity.	
<ul style="list-style-type: none">Ask the students to draw a picture of a tiger using their imagination.Once done, you may ask the students to cut out their drawings and paste them on one or two chart papers according to the space required.	<ul style="list-style-type: none">Drawing the picturePasting the cut-outs
<ul style="list-style-type: none">Ask the students to tick the points that they think would help in saving animals. Once they are done, discuss the answers and ask them to make corrections if required.	<ul style="list-style-type: none">Completing the exercise

TEXTBOOK ANSWER KEY

Word Check

1. fur 2. creeping 3. scared 4. crawled

Sum-up Text

- A. 1. (b) stir 2. (b) gently 3. (c) crawling and creeping 4. (b) peeping 5. (a) friends
- B. 1. The title 'Feather and Fur' refers to birds and animals.
2. Owls, hyenas, bats, beavers, fireflies and panthers are some of the animals and birds active during the night.
3. The lines 'Most come gently, All come softly' tell us that most animals are soft and gentle.

4. The poet tells us not to move and not to scare the animals, who are like our friends, away.

C. 1. a) Feather or Fur b) When you watch c) Come crawling and creeping

2. When you watch for feather or fur

Do not stir

Word Wise

A. 1. FEATHER 2. STIR 3. CRAWLING 4. CREEPING 5. PEEPING 6. GENTLY

7. SOFTLY 8. SCARE

B. 1. draw 2. miser 3. herbivore 4. orchard 5. scholar 6. Mint

(Note: The answer choices in the textbook are incorrect. The correct answer choice should be the one provided in this answer key.)

Grammar Check

A. 2. are dancing 3. is running 4. is reading 5. is going 6. are having

7. is eating 8. am writing

B. 2. I read books.

I am reading a book.

3. He swims fast.

He is swimming fast.

4. You listen carefully.

You are listening carefully.

5. We learn new things every day.

We are learning a new chapter.

6. We plan to bake a cake.

We are planning to bake a cake.

7. I cry easily.

I am crying.

8. We laugh at jokes.

We are laughing at the clown's antics.

Listener's Lap

1. blur, were 2. creeping, weeping 3. bright, sight 4. May, hay

Speaking Track

1. red 2. black 3. blue 4. green 5. brown 6. pink

7. orange 8. Yellow 9. black 10. blue 11. purple 12. red

13. pink 14. green 15. brown 16. yellow

Pen Down

(Answers may vary.)

Finish Line

Set up more wildlife sanctuaries and reserves.

Ban poaching.

Stop using animal products.

Donate to save animals.

Stop using polythene.

Save forests.

WORKBOOK ANSWER KEY

Reading Comprehension

B. 1. week 2. woods 3. owls 4. head of the pigeons 5. parrot

C. 1. The owls and the pigeons argued about who were more in number.

2. They went to the wise old parrot for help.

3. The old parrot suggested that they could solve the argument by counting all the owls and pigeons.

4. The trees were full of owls, and they started celebrating, thinking they had won.

5. The roar was caused by the arrival of a huge number of pigeons flying in from everywhere.

6. The owls were shocked and couldn't believe there were so many pigeons. They stared with their eyes wide open in surprise.

Word Wise

1. woods 2. pigeons 3. owls 4. parrot

Grammar Check

A. 1. are arguing 2. is suggesting 3. are agreeing 4. are flying

5. are celebrating 6. are thinking 7. are flooding 8. are staring

- B. 1. am 2. is 3. are 4. are
- C. 1. I am not working on my homework.
2. She is not talking to her friend.
3. They are not eating lunch.
4. We are not walking to school.
5. He is not playing basketball.
- D. 1. They are playing football.
2. I am reading a book.
3. I am running in the park.
4. The students are listening to the teacher.
5. The bird is singing.
6. We are helping mother in the kitchen.

Listener's Lap

- A. 1. woods – hoods
2. cat – hat
3. star – car
4. night – light
5. sing – ring
- B. (Answers may vary.)

Speaking Track

- A. (Answers may vary.)
B. (Answers may vary.)

Pen Down

(Answers may vary.)