

# English Insight 6

Teacher's Resource Book

## Author

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# Introduction

## Welcome to English Insight 6: Teacher's Resource Book

This Teacher's Resource Book is your trusted guide to delivering fun, engaging, and effective English lessons for sixth-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 6 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 6: 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 teaches the students about the ill effect of our actions on the environment, and
- it also teaches them about the benefits of co-existing with nature.

## **Materials/Teaching Aids Required**

- Board and writing material
- Audiovisual aid (if available) + Download the video clip titled 'Environmental Issues' from <https://www.youtube.com/watch?v=AlzwXHn74QI>
- Flashcards – 3 different colours – white, blue and green
- Pencil/pen/sketch pens, crayons, chart papers, scrapbooks, board pins or clips

## **Pedagogical Guidance**

This poem talks about a very important topic on conserving and protecting Mother Nature. The activities in this lesson are learner-centric and aim to incorporate various styles of learning that involve a lot of group activities to make teaching and learning a fun experience. The activities have been carefully listed with the aim of engaging all the students in the classroom. We recommend that you carry out 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: Sum-up Text
- Period 4: Word Wise
- Period 5: Grammar Check
- Period 6: Listener's Lap, Speaking Track
- Period 7: Pen Down, Finish Line

## Summary

The poem is a plea of children to their elders on saving the environment for them. The letter makes earnest pleading to the grown-ups not to cut down trees and plants. The trees help clean the air, and the flowers growing on them provide food to the bees. The letter further requests the elders to leave their cars behind and walk, to enjoy the clear blue skies. The cars are harmful to the environment as the gas heats the environment and may kill the trees and eventually Earth. The letter requests the elders to help the children grow in a fresh and clean environment so that they can be healthy and strong.

## METHODOLOGY

### Period 1

#### Warm Up

**Time Allocated: 25 minutes**

<b>Learning Objective:</b> To help the students understand the context in which this lesson is set	<b>Learning Outcome:</b> The students will be able to understand the context of this lesson and improve their thinking ability.
<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"><li>Start the lesson by projecting the video for the class. <a href="https://www.youtube.com/watch?v=AlzwXHn74QI">https://www.youtube.com/watch?v=AlzwXHn74QI</a></li></ul>	<ul style="list-style-type: none"><li>Watching the video</li></ul>
<ul style="list-style-type: none"><li>After watching the video, ask the students their thoughts on air, noise, and water pollution.</li><li>Choose one or two students to answer or present their thoughts.</li><li>Divide the class into 3 groups; ask them to plan what they can do to stop pollution.</li></ul>	<ul style="list-style-type: none"><li>Participating in an open discussion and talking about pollution</li></ul>
<ul style="list-style-type: none"><li>Post the discussion, ask the students to work on the question given in the textbook and come up with 5 points on how to conserve trees.</li></ul>	<ul style="list-style-type: none"><li>Attempting the answer</li></ul>

<b>Homework</b>	
<ul style="list-style-type: none"> <li>• Ask the students to make a scrapbook.</li> <li>• Write about the following topics: <ul style="list-style-type: none"> <li>➤ Water pollution</li> <li>➤ Deforestation</li> <li>➤ Air pollution</li> </ul> </li> </ul> <p>Each topic must cover definition, causes and possible solution. Paste pictures for each topic.</p>	<ul style="list-style-type: none"> <li>• Making a scrapbook and writing about pollution and issues related to it and possible solutions</li> </ul>

### Period 1

#### Word Check and Use Word Check

**Time Allocated: 15 minutes**

<b>Learning Objective:</b> To learn new words and know the appropriate usage	<b>Learning Outcome:</b> The students will be able to use the new words in different contexts.
<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"> <li>• Read each word and explain the meaning to the students.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and understanding the meaning of the words</li> </ul>
<ul style="list-style-type: none"> <li>• Ask the class to frame sentences with the words. Choose 1 or 2 students to share their sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Framing sentences and reading these aloud</li> </ul>
<ul style="list-style-type: none"> <li>• Now, ask the students to attempt the Fill in the blanks exercise individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Completing the exercise</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the answers and ask them to make corrections in their textbooks if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Making corrections if required</li> </ul>

### Period 2

#### Flying

**Times Allocated: 40 minutes**

<b>Learning Objective:</b> To understand the poem and the underlying message on protecting nature	<b>Learning Outcome:</b> The students will comprehend the poem and also understand the importance of protecting nature.
<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"> <li>• Read out the poem and explain the text to the class as per the summary provided.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the teacher carefully</li> </ul>

<ul style="list-style-type: none"> <li>• Ask some questions related to the poem to check for the students' understanding of the lesson in the form of a quiz.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to the teacher's questions</li> </ul>
<ul style="list-style-type: none"> <li>• Ask the students to imagine that they are a part of the 'Save Trees' campaign being run at the national level.</li> <li>• Ask the students to work in pairs and make a poster for the campaign.</li> </ul>	<ul style="list-style-type: none"> <li>• Making a poster</li> </ul>

### Period 3

#### Sum-up Text

**Time Allocated: 40 minutes**

<b>Learning Objective:</b> To check the students' understanding of the lesson in an extensive way	<b>Learning Outcome:</b> The students will be able to build analytical and reasoning skills.
<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"> <li>• Ask the students to attempt Exercises A and B individually.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting the exercises</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the answers and ask them to make corrections if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking their answers and making corrections in the textbook</li> </ul>
<ul style="list-style-type: none"> <li>• Now, divide the students into pairs, and ask them to complete Exercises C and D.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing answers in their notebooks after discussion</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the answers and ask the students to make corrections if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Making corrections in the textbook and notebook</li> </ul>

### Period 4

#### Word Wise

**Time Allocated: 40 minutes**

<b>Learning Objective:</b> To increase the students' vocabulary	<b>Learning Outcome:</b> The students will be able to improve their vocabulary.
<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"> <li>• Explain to the students that sometimes the letters -er/-or are added to verbs to form the nouns.</li> <li>• Read out the examples given in the textbook. You may add a few words of your own.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the teacher</li> </ul>

<ul style="list-style-type: none"> <li>• Divide the class into groups of 4-5 students.</li> <li>• Each group has to come up with 10 verbs which can be converted into a noun by adding -er/-or suffixes.</li> <li>• Time the activity—you can give them 5-7 minutes.</li> <li>• The group that comes up with the most number of words will be the winner.</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in the activity</li> </ul>
<ul style="list-style-type: none"> <li>• Now, ask the students to attempt the Exercise A individually.</li> <li>• Discuss the answers and ask the students to make corrections if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting the exercise and making corrections in the textbook.</li> </ul>
<ul style="list-style-type: none"> <li>• For Exercise B, write on the board the words given in the exercise. Ask one member from each group to attempt framing new words using the same letters as in words on the board. (These are called Anagrams.)</li> <li>• You can add a few more words to the list. Examples- pan (nap), trucks (struck), race (care), part (trap), knee (keen)</li> </ul>	<ul style="list-style-type: none"> <li>• Rearranging the words to form new words.</li> </ul>

### Period 5

#### Grammar Check

**Time Allocated: 40 minutes**

<p><b>Learning Objective:</b> To learn about simple past tense and past continuous tense.</p>	<p><b>Learning Outcome:</b> The students will learn to use simple past and past continuous tenses correctly.</p>
<p><b>Teacher Activity</b></p> <ul style="list-style-type: none"> <li>• Activity: Conducting an Interview</li> <li>• Divide the class into pairs. The students can interview each other to find out who did certain things on a holiday/ when they were younger/last weekend.</li> <li>• After the interview, each pair will present their findings. Example – Rumi went to Bangkok last summer. It was raining there.</li> </ul>	<p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Conducting an interview</li> </ul>

<ul style="list-style-type: none"> <li>• Post this activity, explain to the students the correct usage of simple past and past continuous tenses.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the teacher</li> </ul>
<ul style="list-style-type: none"> <li>• Now, show them the pictures provided in Exercise B and ask the class to frame sentences for the activities performed by Rahul.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempting the exercise</li> </ul>
<ul style="list-style-type: none"> <li>• Ask the students to attempt Exercise A in their textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing the correct answers in their textbooks</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the answers and ask the students to make corrections if required.</li> </ul>	<ul style="list-style-type: none"> <li>• Making corrections if required</li> </ul>

### Period 6

#### Listener's Lap

**Time Allocated: 20 minutes**

<p><b>Learning Objective:</b> To develop the students' listening skills.</p>	<p><b>Learning Outcome:</b> The students will be able to develop their listening and comprehension skills.</p>
<p><b>Teacher Activity</b></p> <ul style="list-style-type: none"> <li>• Read the text given for this activity, slowly and clearly from page-136 in the Listening Text for the Teacher.</li> <li>• Ask the students to listen to the story carefully and mark True or False against the statements given in the textbooks.</li> <li>• Discuss the answers and ask the students to make the corrections if any.</li> </ul>	<p><b>Student Activity</b></p> <ul style="list-style-type: none"> <li>• Listening to the teacher and attempting the exercise</li> <li>• Making corrections if required</li> </ul>

### Period 6

#### Speaking Track

**Time Allocated: 20 minutes**

<p><b>Learning Objective:</b> To assist the students to enhance their speaking skills and imagination</p>	<p><b>Learning Outcome:</b> The students will learn to work in teams and also participate in the activity to enhance their creativity and imagination.</p>
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<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"> <li>• Ask each student to draw in their notebooks a picture representing the kind of environment they wish to have or would like to live in.</li> <li>• Once done, ask the students to show their pictures to their partners and talk about it.</li> <li>• Take a round of the class to observe and facilitate the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing a picture and talking to their partners about it.</li> </ul>

### Period 7

#### Pen Down

**Time Allocated: 20 minutes**

<b>Learning Objective:</b> To enhance the students' letter writing skills.	<b>Learning Outcome:</b> The students will be able to improve their writing skills.
<b>Teacher Activity</b>	<b>Student Activity</b>
<ul style="list-style-type: none"> <li>• Discuss with the students the format of a letter. You may write a letter on the board to explain better.</li> <li>• Discuss the various parts of the letter.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Now, talk to the students about the importance of planting trees.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about the importance of planting trees</li> </ul>
<ul style="list-style-type: none"> <li>• Ask the class to write a letter to a friend inviting him/her to join some children in a tree planting activity which has been organized by various societies.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a letter</li> </ul>
<ul style="list-style-type: none"> <li>• Share the clues given in the textbook.</li> </ul>	

### Period 7

#### Finish Line

**Time Allocated: 20 minutes**

<b>Learning Objective:</b> To teach the students about the importance of creating awareness to conserve the environment.	<b>Learning Outcome:</b> The students will learn to frame questions pertaining to conserving nature and learn to conduct a survey.
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Teacher Activity	Student Activity
<p>Homework - Ask the students to conduct a survey in their locality/street or building complex checking about the awareness of people in saving the environment. Students can have a printed sheet with the questions given and approach others to fill in the survey.</p> <p>Add questions like:</p> <ul style="list-style-type: none"> <li>• Do you think only the government should take measures to stop environmental pollution?</li> <li>• If there is an event to conserve nature, would you want to be part of it?</li> <li>• Would you want to lead the cause to help the environment?</li> <li>• Ask the students to present their findings in the form of an essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to the teacher to understand how to conduct the survey</li> </ul>

## Textbook Answer Key

### Use Word Check

1. Grown-ups    2. Fresh    3. Fumes    4. Feed    5. Atmosphere  
 6. Grown-ups    7. Fresh    8. Feed    9. Fumes    10. Atmosphere

### Sum-up Text

- A. 1. b. bees    2. b. atmosphere    3. a. die    4. c. both a. and b.    5. b. children
- B. 1. make fresh air    2. take you everywhere    3. plants will die    4. walk a lot
- C. 1. They ask grown-ups not to pluck flowers or cut down trees.  
 2. Yes, because protecting nature keeps the environment healthy.  
 3. They heat the atmosphere.  
 4. Use cars less, walk more, protect nature.
- C. 1. Please leave all the flowers there; Please do not always use your car  
 2. flowers – bees, car – far, hot – lot, play – day  
 3. The theme is environmental protection. The message is to care for nature by walking more, reducing pollution, and saving trees and flowers.

## Word Wise

A. correction: instruction should be 'Complete the words using 'er' and 'or'.

- |       |       |       |       |        |
|-------|-------|-------|-------|--------|
| 1. Or | 3. Er | 5. Er | 7. Or | 9. Er  |
| 2. Er | 4. Or | 6. Or | 8. Er | 10. or |

- B. 1. dear      3. car      5. earth      7. smite  
2. reset      4. stop      6. garden      8. forest

## Grammar Check

A. 1. went      2. was      3. visited, were      4. walked      5. went

- B. 1. Bima was working in the office.  
2. Bima was going shopping.  
3. Bima was walking the dog.

## Listener's Lap

1. False      2. True      3. True      4. False      5. True

# Workbook Answer Key

## Reading Comprehension

- B. 1. 2 – He was very happy to see the colourful flowers.  
2. 1 – He saw how the cow was chewing grass.  
3. 4 – The boy was enjoying the beauty of nature.  
4. 5 – The boy started crying and ran to his house.  
5. 3 – The flowers are meant to be seen and not to be plucked.
- C. 1. He was running after butterflies and trying to catch them.  
2. It jumped into the pond.  
3. The cow swung her tail to make the fly move away.  
4. Because a thorn pierced his finger while he was trying to pluck roses.  
5. He clapped and laughed.

## Word Wise

A

1. BAKER      2. RACER (likely missing one letter in the question, it should be RAC\_ \_)

- |               |            |              |               |
|---------------|------------|--------------|---------------|
| 3. CALCULATOR | 5. ACTOR   | 7. DESTROYER | 9. ROBBER     |
| 4. VISITOR    | 6. CHEATER | 8. FARMER    | 10. DECORATOR |

B

- |                  |                  |                   |                   |
|------------------|------------------|-------------------|-------------------|
| 1. nap / pan     | 5. baker / break | 9. seat / east    | 12. skin / sink   |
| 2. pot / top     | 6. break / baker | 10. sink / skin   | 13. leapt / petal |
| 3. cake / bake   | 7. name / mean   | 11. plate / petal | 14. lemon / melon |
| 4. beard / bared | 8. east / seat   |                   |                   |

## Grammar Check

- A.
- |                         |                           |
|-------------------------|---------------------------|
| 1. arrived, was         | 6. were you doing, called |
| 2. was watching, heard  | 7. was sitting, called    |
| 3. were playing, hurt   | 8. was, rang              |
| 4. were they doing, was | 9. walked, was working    |
| 5. was taking, rang     | 10. went, had, met        |
- B.
1. He was reading a book when I called.
  2. We were playing football at 5 p.m.
  3. The dog was barking when I opened the door.
  4. I saw a rainbow after the rain.
  5. She was cooking while we were setting the table.
- C.
1. play → playing
  2. watching → were watching
  3. went → go
  4. was → were
  5. cooks → was cooking

## Listener's Lap

- The greatest challenge that human beings are facing is deforestation.
- People are cutting down trees to use the land for building houses, malls, roads, etc.
- Gaura Devi led the first all-women campaign to save trees. She started the Chipko Movement.
- Thimmakka compared the trees to children and took care of them like her own.