

English Insight 5

Teacher's Resource Book

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Introduction

Welcome to English Insight 5: Teacher's Resource Book

This Teacher's Resource Book is your trusted guide to delivering fun, engaging, and effective English lessons for fifth-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.

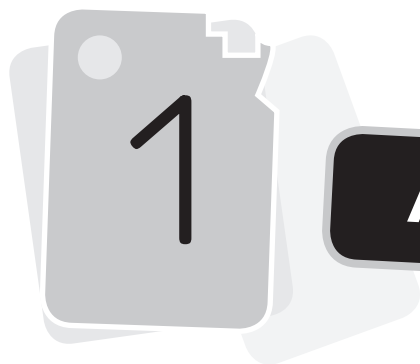
English Insight 5 empowers teachers with practical lesson plans, helpful tips, answer keys, and extension ideas that make classroom instruction smooth and meaningful. Each section is designed to support language development while encouraging creativity, confidence, and communication in young learners.

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 5: 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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An Indonesian Lunch

Overview

This lesson is taught because

- it teaches the students to be hospitable and appreciative of our culture and traditions, and
- it helps the students learn about new customs and traditions followed in different countries.

Materials/Teaching Aids Required

- Board and writing material
- Audiovisual aid (if available) + Download a clip titled 'Salaam Namaste Song' from https://www.youtube.com/watch?v=-uYv_al2qg8 for the Flying Start section
- If audiovisual aid is not available, print out a chart displaying cartoons of aliens from www.google.com.
- One healthy snack and one fast food item in their tiffin boxes.

Pedagogical Guidance

The activities in this lesson aim to inculcate good habits and manners in the students. This lesson plan will give you a wide range of activities to encourage an open mindset regarding the different cultures prevalent and various traditions followed by different nationalities. It will also enhance knowledge of other subjects like history and geography. The students will be able to apply knowledge from the lesson to other fields of study.

Allocation of Periods

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

METHODOLOGY

Period 1

Warm Up

Time Allocated: 15 minutes

| | |
|--|---|
| Learning Objective: To help learn the different ways people greet each other in the world | Learning Outcome: The students will be able to learn about the different styles of greeting. |
| Teacher Activity | Student Activity |
| <ul style="list-style-type: none">Start the session by asking the students to demonstrate how we greet each other in Indonesia. Example: saying 'Hai' with shaking hands.Ask them to greet each other using a gesture that is commonly used at their homes. | <ul style="list-style-type: none">Listening to the teacher and greeting one another |

Period 1

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 |
| <ul style="list-style-type: none">Explain to the students the rules for the word game called 'Hangman'—The word to guess is represented by a row of dashes, representing each letter of the word. If the guessing player suggests a letter which occurs in the word, it is written in its correct position. If the suggested letter does not occur in the word, the other player draws one element of a hanged man stick figure as a tally mark. The players can attempt to guess the whole word. If the word is correct, the game is over, and the guesser wins. Otherwise, the other player may choose to penalize the guesser by adding an element to the diagram. On the other hand, if the other player makes enough incorrect guesses to allow his opponent to complete the diagram, the game is also over, this time with the guesser losing. | <ul style="list-style-type: none">Listening to the teacher to understand the rules of the game |

| | |
|--|--|
| <ul style="list-style-type: none"> Divide the students into two teams. Each team takes turns to guess letters to fill in the dashes to five words from the Word Check section and give the meanings. The team which is able to guess all the words and give their correct meanings wins. Note: If either team is unable to give the meaning of the word, the teacher is to explain the meaning of the word. | <ul style="list-style-type: none"> Playing the 'hangman' game |
| <ul style="list-style-type: none"> Discuss the meanings again with relevant examples and ask the students to complete the exercise in the Word Check section. | <ul style="list-style-type: none"> Completing the exercise. |

Period 2

Flying Start

Time Allocated: 40 minutes

| | |
|---|--|
| Learning Objective: To comprehend the text by listening and reading | Learning Outcome: The students will be able to develop their comprehension and active listening skills. |
| Teacher Activity | Student Activity |
| <ul style="list-style-type: none"> Read out the story and explain the lesson to the class | <ul style="list-style-type: none"> Listening to the teacher carefully |
| <ul style="list-style-type: none"> Ask some questions related to the story to check for the students' understanding of the lesson in the form of a quiz. | <ul style="list-style-type: none"> Responding to the teacher's questions |
| <ul style="list-style-type: none"> If there is time left, ask the students to read the lesson one by one. This will help improve their pronunciation and reading skills. | <ul style="list-style-type: none"> Reading the lesson |

Period 3

Flying Start (continued)

Time Allocated: 15 minutes

| | |
|---|--|
| Learning Objective: To comprehend the text by listening to and watching a video | Learning Outcome: The students will be able to develop comprehension and active observational skills. |
| Teacher Activity | Student Activity |
| <ul style="list-style-type: none"> Download the clip titled 'Salaam Namaste Song' (https://www.youtube.com/watch?v=-uYv_al2qg8) and project it before the class. | <ul style="list-style-type: none"> Watching the video |

| | |
|---|--|
| <ul style="list-style-type: none"> Once everyone has watched the video, ask the students to sing the song and enact the ways of greeting from the video. | <ul style="list-style-type: none"> Enacting based on the clip shown |
|---|--|

Period 3

Sum-up Text

Time Allocated: 25 minutes

| | |
|--|--|
| <p>Learning Objective: To check the students' understanding of the lesson in a thorough way</p> | <p>Learning Outcome: The students will be able to build their analytical and reasoning skills.</p> |
| <p>Teacher Activity</p> <ul style="list-style-type: none"> Ask the students to attempt Exercises A and B individually. Once they are done, divide the class into pairs and ask the pairs to exchange their textbooks and notebooks. Ask the students to check their partners' work while you discuss the answers for Exercises A and B. Discuss the answers to questions in Exercises C and then ask the students to write the answers in their notebooks. Ask the students to bring one healthy snack and one fast food item in their tiffin boxes the next day if possible. | <p>Student Activity</p> <ul style="list-style-type: none"> Attempting the exercises Checking their partner's work Writing the answers in the notebook Following the teacher's instruction |

Period 4

Word Wise

Time Allocated: 40 minutes

| | |
|--|--|
| <p>Learning Objective: To increase the students' understanding of what food items constitute as fast food and to learn about homophones</p> | <p>Learning Outcome: The students will be able to expand their knowledge on the types of food available and learn about homophones.</p> |
| <p>Teacher Activity</p> <ul style="list-style-type: none"> Explain to the students, what food items can be categorized as fast food and what are their benefits (time-saving) while also stressing on how fast food is bad for health. | <p>Student Activity</p> <ul style="list-style-type: none"> Listening to the teacher and sharing food in the mini garden picnic |

| | |
|---|--|
| <ul style="list-style-type: none"> Take the students outdoors and ask them to form a circle. Now, ask the students one by one to open their tiffin boxes and describe the food they have brought. Enjoy a little picnic time while telling them the benefits of eating fruits and vegetables and other healthy food items. | |
| <ul style="list-style-type: none"> Once they are done, ask the students to attempt Exercise A in this section individually. | <ul style="list-style-type: none"> Attempting the exercise |
| <ul style="list-style-type: none"> Explain the term Homophones to the students with the help of the examples given in the textbook. Play the game called 'Charades'. Divide the students into two groups and ask one representative from each group to take turns to come up and enact a word from the list given in Exercise B while their group guesses the correct word as well as the homophone for the word. Once the team has guessed the word and its homophone, they must try and find the homophone in the word grid given in the textbook. Examples: hair-hare, bored-board, right-write | <ul style="list-style-type: none"> Playing Charades and attempting the word search exercise |

Period 5

Grammar Check

Time Allocated: 40 minutes

| | |
|---|--|
| <p>Learning Objective: To learn about adjectives of quality, adjectives of quantity and adjectives of number</p> | <p>Learning Outcome: The students will know the three kinds of adjectives and will also know how to use them appropriately.</p> |
| <p>Teacher Activity</p> <ul style="list-style-type: none"> Explain the differences in the types of adjectives with appropriate examples. Play a game called 'The Adjective Basket'. Example: Start with 'I went to the market and bought two eggs.' Now, the next student has to continue by adding items to the basket along with a describing word as; Student A – I went to the market and bought two eggs. | <p>Student Activity</p> <ul style="list-style-type: none"> Listening to the teacher Playing the word game |

| | |
|--|---|
| <p>Student B – I went to the market and bought two eggs and a beautiful vase.</p> <p>Student C – I went to the market and bought two eggs, a beautiful vase and a green apple.</p> <p>This will continue till all students have had a turn to add their item with a describing word.</p> | |
| <ul style="list-style-type: none"> • Ask the students to attempt Exercises A and B individually after giving them appropriate instructions. | <ul style="list-style-type: none"> • Attempting the exercises individually |
| <ul style="list-style-type: none"> • Discuss the answers and ask them to make corrections in the textbook if required. | <ul style="list-style-type: none"> • Writing the correct answers |

Period 6

Listener's Lap

Time Allocated: 20 minutes

| | |
|---|--|
| <p>Learning Objective: To develop the students' listening skills and check for students' understanding of the listening text</p> | <p>Learning Outcome: The students will be able to develop their listening and comprehension skills.</p> |
| <p>Teacher Activity</p> <ul style="list-style-type: none"> • Read out to the entire class the passage given under the Listening Text for the Teacher. • Ask the students to write the answers to the questions given in the Listener's Lap exercise in the textbook. | <p>Student Activity</p> <ul style="list-style-type: none"> • Listening to the teacher • Writing the answers |

Period 6

Speaking Track

Time Allocated: 20 minutes

| | |
|--|--|
| <p>Learning Objective: To enhance the students' conversational skills</p> | <p>Learning Outcome: The students will be able to learn how to make conversation.</p> |
| <p>Teacher Activity</p> <ul style="list-style-type: none"> • Divide the class into groups of three. Ask the students to play out the conversation from the Speaking Track with the given expressions. Note: Ask the students to use sentences with adjectives of quality, quantity and number for each expression. | <p>Student Activity</p> |

| | |
|---|--|
| Example: I washed the leafy green lettuce and put it in two blue bowls. | <ul style="list-style-type: none"> • Following the teacher's instructions |
|---|--|

Period 7

Pen Down

Time Allocated: 20 minutes

| | |
|--|--|
| Learning Objective: To teach the students how to tap into their creativity | Learning Outcome: The students will learn to be creative and imaginative. |
| Teacher Activity | Student Activity |
| <ul style="list-style-type: none"> • Ask the students to write their recipes for a banana cake based on the clues given in the Pen Down section. | <ul style="list-style-type: none"> • Completing the recipe |
| <ul style="list-style-type: none"> • Also, ask the students to draw a picture of a cake in their notebooks and decorate it as they would decorate an actual cake. | |
| Homework: If the students have access to an oven, ask them to take the help of an adult at home and bake a banana cake. | <ul style="list-style-type: none"> • Attempting to bake a cake |

Period 7

Finish Line

Time Allocated: 20 minutes

| | |
|--|--|
| Learning Objective: To sum up learning from the lesson | Learning Outcome: The students will be able to acquire new knowledge about technology. |
| Teacher Activity | Student Activity |
| <ul style="list-style-type: none"> • Ask the students to raise their hands if they have access to the internet at home. If yes, ask them to surf the internet and find more facts about other cultures and traditions around the world. | <ul style="list-style-type: none"> • Responding to the teacher |
| <ul style="list-style-type: none"> • If there are students who do not have internet access, ask them to use the computer lab in the school to get the required information. | <ul style="list-style-type: none"> • Gathering information using the internet |
| Homework: Ask the students to get pictures of people from three different countries and paste them in a scrapbook with details of the cuisine, food habits, dressing habits, traditions and customs. | <ul style="list-style-type: none"> • Creating a scrapbook with the required details |

Textbook Answer Key

Word Check

1. elaborate 2. demeanour 3. hospitality 4. anxious 5. cutlery

Sum-up Text

- A. 1. (c) cousin 2. (b) sambal 3. (c) hospitality
- B. 1. a. Mother said these words to the family (including the narrator and Father).
b. She was tense because she wanted to prepare a special and appropriate meal for James, a foreign guest visiting their home for the first time, and wasn't sure what cuisine would make him feel comfortable.
c. She actually cooked an Indonesian meal, served in traditional Indonesian style.
2. a. James said these words.
b. 'These' refers to lontong, a traditional Indonesian rice cake.
c. James picked one up and ate it with his hands, as per local custom.
3. a. Father said these words to James.
b. He said this because the food was spicy, and he was concerned it might upset James' stomach since it was James's first time eating Indonesian cuisine.
c. James avoided eating the sirih (betel leaf).
He politely declined it, saying, "I'll try that the next time I come for lunch," possibly because he was unsure about the taste or effects of trying something so unfamiliar.
- C. 1. The news that Mother brought to the author was that their cousin Richa and her husband from America were visiting India and wanted to come over to their house that weekend.
2. The first thing James did on reaching their home was folded his hand and say 'Namaste'. Later, before entering the sitting area, he removed his shoes at the door.
3. Before beginning to eat, James set aside the cutlery. He then started eating with his hands.

Word Wise

- A. 1. (iii) pizza – (d) bread dough topped with vegetables, cheese and sauces
2. (v) toast – (e) sliced bread, cooked under a grill until brown
3. (ii) hot dog – (a) a type of sausage wrapped in a bun
4. (iv) cola – (b) a popular type of fizzy drink
5. (i) French fries – (c) thin narrow potato pieces fried in oil

B.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| W | A | S | T | E | K | N | P | R |
| A | D | I | J | B | I | R | T | H |
| C | W | H | O | L | E | L | M | Q |
| F | B | C | A | U | G | H | T | C |
| L | S | E | F | S | U | N | I | S |
| O | H | S | W | K | N | E | W | T |
| W | A | L | O | U | D | A | D | O |
| E | D | N | X | E | K | L | B | R |
| R | L | E | X | W | S | E | E | Y |

Grammar Check

- A. 1. sharp 2. benevolent 3. cotton 4. much 5. red, black
 6. enough 7. some 8. enough 9. few 10. hard, soft
- B. 1. two 2. some 3. any 4. no
 5. some 6. fourteenth 7. second 8. several

Listener's Lap

- Mrs Gleason offered the Namiokas some salad that had tiny red radishes, curly sticks of carrots and long slender stalks of green celery.
- They made a crunching sound while eating celery.
- When portions of the stalk got caught in Lensey and her brother's teeth, they pulled them out making a z-z-zip z-z-zip sound which embarrassed the Namiokas.
- Meg was normal and had forgotten what had happened the previous night the next day.

Speaking Track

(Answer may vary.)

Pen Down

Collect all the ingredients, mixer, bowls and a pan. Then, pour 240 g flour into a bowl.

Add 200g sugar, 1 tin yeast and 1 tablespoon salt to the flour and mix well with the help of a mixer. In a separate bowl, put in two eggs, 1 teaspoon lemon juice, 4 tablespoons milk, 170g butter and 2 bananas sliced into small pieces.

Mix these ingredients well until they all blend well.

Put this mixture into the bowl of flour and then empty the batter into a pan. Place the pan into an oven and bake it at 150°C for 45 minutes.

Finish Line

(Answer may vary.)

Workbook Answer Key

Reading Comprehension

- B. 1. Lunch is an essential meal of the day.
2. During our lunch break, we sit together to have lunch.
3. My friends also carry a similar kind of meal.
4. The bell for the recess makes me happy.
5. It helps me to free myself from the tension of the classroom.
- C. 1. A nutritionally balanced lunch is important for growth and development.
2. The benefit of a nutritious meal is that it refreshes the mind and keeps the body energized for the rest of the day.
3. The narrator considers Saturday's lunch the best because his mother packs vegetable sandwiches in his lunch box.
4. The lunch break benefits everyone because it provides some relief and change from studies and gives students time to run and play outside.

Word Wise

- A. 1. stare 2. for 3. find 4. two 5. herd
6. scene 7. sow 8. blew 9. night 10. sail
- B. (Answer may vary.)
- C. (Answer may vary.)

Grammar Check

- A. 1. b 6. a
2. d 7. b
3. d 8. b
4. d 9. c
5. c 10. d
- B. 1. heavy – (Ql) 2. All – (Qt) 3. sufficient – (Qt) 4. blue – (Ql) 5. old – (Ql)
6. no – (Qt) 7. some – (Qt) 8. long – (Ql) 9. enough – (Qt) 10. black – (Ql)

Listener's Lap

1. In North India, food like curry or vegetables is eaten with spoons.
2. You should eat only with your fingers, not with your full palm.
3. In South India, people traditionally eat out of banana leaves.
4. Using the full palm to eat, leaving food on the plate, and getting up before others have finished are considered bad manners.

Speaking Track

(Answer may vary.)

Pen Down

(Answer may vary.)