

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ

# Imagine 5

ชั้นประถมศึกษาปีที่ 5

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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## คำนำ

หนังสือเรียนรายวิชาพื้นฐาน ภาษาอังกฤษ Imagine 5 ชั้นประถมศึกษาปีที่ 5 เล่มนี้ เป็นสื่อการเรียนรู้ในชุดการเรียนการสอนภาษาอังกฤษ Imagine ซึ่งพัฒนาโดย National Geographic Learning และจัดทำจำหน่ายโดย บริษัท ต้นแบบพัฒนา จำกัด หนังสือพัฒนาขึ้นตรงตามมาตรฐานการเรียนรู้และตัวชี้วัดกลุ่มสาระการเรียนรู้ภาษาต่างประเทศ หลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ชุดการเรียนการสอนแต่ละชั้นประกอบด้วยสื่อการเรียนรู้ 4 รายการ คือ 1) หนังสือเรียน 2) แบบฝึกหัด 3) แผนการจัดการเรียนรู้ และ 4) Audio CD

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หวังเป็นอย่างยิ่งว่า ชุดการเรียนการสอนภาษาอังกฤษ Imagine 5 นี้ จะช่วยพัฒนาความรู้และทักษะภาษาอังกฤษของนักเรียนได้เป็นอย่างดี

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# Scope and Sequence

Welcome p. 4

Vocabulary

Grammar

Reading

Writing

Song and Value

## 1 Move to the Music! p. 7 School Subject: Music & Performing Arts



cello, classical music, concert, dancer, drums, flute, keyboard, pop music, singer, violin  
*Reading:* bang, carry, climb, shout

Simple past: *be* and regular verbs  
Adverbs of manner

"Indian Music and Dance"  
Read about Indian music and dance.

Write an email.

Sing about people dancing.  
*Value:* Be yourself.

## 2 Cool Clothes p. 15 School Subject: Social Studies



bracelets, comfortable, leggings, plain, pockets, polka dots, sneakers, stripes, sunglasses  
*Reading:* frighten, hurt, match, weaker

Possessive pronouns  
Infinitive of purpose

"Odd Socks Day"  
Read about Odd Socks Day.

Write an invitation.

Sing about your favorite things.  
*Value:* Take care of your things.

UNITS 1–2

Let's Talk p. 23 Going Shopping

Video pp. 24–25 "Redwood Forests"

Review p. 26 Units 1–2

## 3 The Past p. 27 School Subject: Social Studies



the back, downstairs, the front, an elevator, an entrance, a floor, a gate, a key, a roof, upstairs  
*Reading:* chalk, circle, glass, sidewalk, squares

Verb + preposition  
*Have / Has / Had to*

"Playing Games Outside"  
Read about playing games outside.

Write a timeline.

Sing about chores in the past and in the present.  
*Value:* Be grateful.

## 4 Fresh Food p. 35 School Subject: Health & Physical Education



broccoli, cereal, a chili pepper, corn, jam, lettuce, nuts, olives, a strawberry, a zucchini  
*Reading:* fresh food, junk food, seeds, weeds

*How many / How much ...?*  
*some / any*  
*a few / a little / a lot of*

"Let's Grow Our Food"  
Read about how we grow food.

Write a recipe.

Sing about making your own food.  
*Value:* Make your own food.

UNITS 3–4

Game p. 43 Find the Difference

Reading Challenge pp. 44–45 "The Ancient Maya"

Review p. 46 Units 3–4

## 5 Imagine the Future p. 47 School Subject: Technology & Engineering



app, charge a tablet, e-book, go online, headphones, interactive whiteboard, laptop, microphone, VR headset, Wi-Fi  
*Reading:* control, drops, satellites, send a text

The future and time expressions with *will*  
 Questions with *will*

"Flying Machines"  
 Read about flying machines.

Write an interview.

Sing about the future.  
*Value:* Use your imagination.

## 6 Feeling Great! p. 55 School Subject: Health & Physical Education



asleep, awake, dark, dry, get exercise, light, strong, rest, weak, wet  
*Reading:* brush our teeth, shampoo, soap, toothbrush, toothpaste, towel

*Should / Shouldn't*  
*Why ...? Because ...*

"Clean Birds"  
 Read about clean birds.

Write text messages.

Sing about questions about nature.  
*Value:* Understand nature.

### UNITS 5–6

Let's Talk p. 63 Requesting and Offering Help

Video pp. 64–65 "Taking Photos of Lions"

Review p. 66 Units 5–6

## 7 The City p. 67 School Subject: Social Studies



airport, bus station, fire station, hotel, pharmacy, police station, restaurant, square, train station, university  
*Reading:* chimneys, city center, highways, office buildings

Present perfect: affirmative and negative  
 Present perfect: questions and answers

"Unforgettable Cities"  
 Read about unforgettable cities.

Make a poster about a city.

Sing about moving to a new city.  
*Value:* Explore your city.

## 8 You Can Do It! p. 75 School Subject: Health & Physical Education



crawl, discover, go hang gliding, go horseback riding, go kayaking, go snorkeling, jump off, smell, swing, taste  
*Reading:* coast, hide, splashed, skills

Present perfect questions with *ever*  
 Present perfect or simple past

"Exploring the Galapagos Islands"  
 Read about an exploration in the Galapagos Islands.

Write a survey and a survey report.

Sing about challenging yourself.  
*Value:* Challenge yourself.

### UNITS 7–8

Game p. 83 Quiz

Reading Challenge pp. 84–85 "The City at the End of the World"

Review p. 86 Units 7–8

Grammar Helper pp. 87–94

**A** Play in groups.

**START  
HERE**

Say three kinds of food that start with "s."

Say two ways to complete this: "Can I have \_\_\_\_\_ juice, please?"

Say these words correctly: *choose, blue, huge.*

Say three animals that can swim.



Go back three spaces.

Say three ways you can get to school.

Say these words correctly: *burger, world, dirty, person.*

Say two places in a town that start with "s."



Say these words correctly: *square, pear, armchair.*

Say three outdoor activities beginning with "s."

Go forward three spaces.

Say the simple past form of these words: *go, see, swim.*





Go forward  
three spaces.

Say these  
words correctly:  
*dolphin, photo,  
fruit.*

Describe a  
person in a  
photo in  
the book.

Say these words  
correctly: *farm,  
short, bird.*

Go forward  
three spaces.

Say three ways to  
complete this:  
"I have a  
\_\_\_\_\_ache."

Say three parts  
of your body.

Miss a turn.



Miss a turn.

Say three places  
you can visit  
during vacation.

Say these  
words correctly:  
*banana, travel,  
holiday.*

Go back  
three  
spaces.

**I WIN!**



## Welcome

### A Write the one that doesn't belong.

- |          |          |          |          |       |
|----------|----------|----------|----------|-------|
| 1. busy  | hungry   | safe     | lizard   | _____ |
| 2. pasta | bottle   | plate    | cup      | _____ |
| 3. ant   | dolphin  | kangaroo | panda    | _____ |
| 4. curly | straight | mustache | long     | _____ |
| 5. neck  | cough    | shoulder | stomach  | _____ |
| 6. chef  | juggle   | circus   | unicycle | _____ |

### B Write two one-that-doesn't-belong puzzles for your partner.

1. \_\_\_\_\_
2. \_\_\_\_\_

### C Work in pairs. Complete sentences 1–5 with your own ideas.

1. My favorite sport is...
2. My favorite place is...
3. My favorite possession is...
4. On my last vacation, I...
5. On my next vacation, I want to...

### D Ask about your partner's sentences. Write questions with *Where*, *When*, *Who*, and *How often*?





# 1

# Move to the Music!



A drummer from Japan performs in Varna, Bulgaria.

**A** Look at the photo. Circle the correct answers.

1. What is the person doing?  
*singing / playing a musical instrument / dancing*
2. What musical instrument is the person playing?  
*guitar / keyboard / drums*

**B** Work in pairs. Discuss.

1. Name three musical instruments.
2. Which musical instrument do you want to learn to play? Give one reason why.



## Lesson 1 Vocabulary



Practicing for a  
classical music  
concert, Boston, US

### A Listen and repeat. TR: 1.1



cello



classical music



concert



dancer



drums



flute



keyboard



pop music



singer



violin

### B Complete the text with the words from Activity A.

Orchestras are groups of musicians. They give \_\_\_\_\_<sup>s</sup> in theaters. They usually play \_\_\_\_\_, but they sometimes play \_\_\_\_\_, too. The musicians play different instruments like the <sup>v</sup>\_\_\_\_\_, the <sup>c</sup>\_\_\_\_\_, the <sup>f</sup>\_\_\_\_\_ or the <sup>d</sup>\_\_\_\_\_. But they don't usually play electric instruments like the \_\_\_\_\_. A \_\_\_\_\_ sometimes sings a song, but there aren't any \_\_\_\_\_<sup>s</sup>.





## A Listen and read. TR: 1.3

### Simple past: *be*

It **was** their first concert.

It **wasn't** easy.

**Were** the instruments expensive?

Yes, they **were**. / No, they **weren't**.

### Simple past: regular verbs

In 2012, they **visited** Brazil.

The children **didn't play** instruments then.

**Did** you **guess**? Yes, I **did**. / No, I **didn't**.

## B Write. Use the simple past. Then listen and put the sentences in order. TR: 1.4

be   play   love   watch   visit

- ☐ The audience \_\_\_\_\_ the concert and they clapped a lot.
- ☐ We \_\_\_\_\_ many concerts with an American rock band called Metallica.
- ☐ More than 35,000 people \_\_\_\_\_ us at the first concert.
- ☐ It \_\_\_\_\_ an amazing experience!
- ☐ We \_\_\_\_\_ six different countries in South America.

## C Listen to the presentation about the Recycled Orchestra of Cateura. Circle the correct answer. TR: 1.2

1. The orchestra is from *Paraguay* / *Colombia* in South America.
2. Favio Chavez started the orchestra in *2006* / *2012*.
3. They made instruments from old *cars* / *cans*.
4. There were music classes every *day* / *week*.
5. They played their first concert in a different country in *2012* / *2020*.
6. They played in *Brazil* / *Mexico*.

## C Think of three things you did yesterday. Then ask your partner if they also did those things.

Did you walk to school yesterday?

No, I didn't.

## Lesson 3 Reading

**A** Listen and repeat.  TR: 1.5

carry bang shout climb

**B** Listen and read.  TR: 1.6

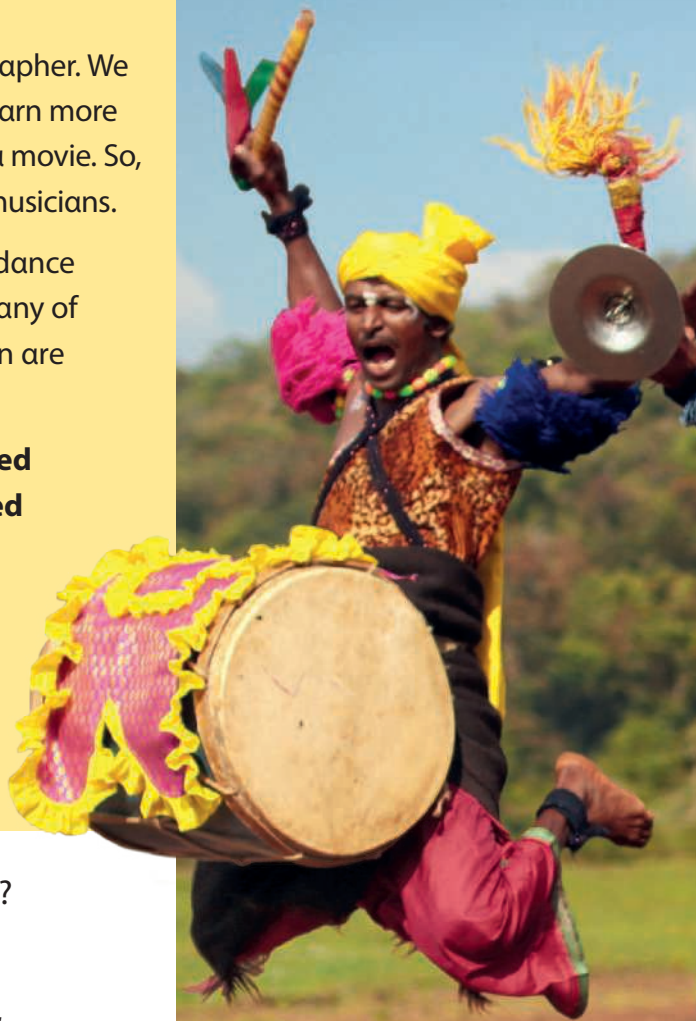
### Indian Music and Dance

My name is Soumik Datta. My brother, Souvid, is a photographer. We live in England, but we were born in India. We wanted to learn more about dance and music in India, and we wanted to make a movie. So, in 2015, we visited India and saw more than 100 different musicians.

One group of musicians from Karnataka is famous for its dance called "The Kunita." They wear colorful costumes and many of them play the drums. They sing and jump, too. All the men are farmers, but they love dancing.

We filmed their show. It was incredible! The dancers **carried** big drums and they **banged** them loudly. They all **shouted** and they kicked their feet. Then they played their drums quietly and some of the dancers **climbed** onto the drums to make a tower. Then they banged their drums quickly. It was very exciting.

You can watch these dancers playing their drums in one of our programs. We hope you enjoy it!



**C** Read the text again. What did Soumik and Souvid see? Circle the correct answer.

1. The dancers *carried* / *kicked* their drums to the field.
2. They *jumped* / *climbed* high in the air and *banged* / *kicked* their feet.
3. Then the dancers *banged* / *kicked* their drums loudly and *shouted* / *climbed* loudly, too.
4. Some dancers *climbed* / *carried* onto the drums.

**D** Read the text again. Correct the sentences.

1. Soumik's brother is a musician.
2. The dancers are all doctors.
3. They always play their drums loudly.
4. The show was boring.



## A Listen and read. TR: 1.7

### Adverbs of manner

We use adverbs of manner to describe how we do things. They usually go at the end of a sentence.

*They played quietly.*

*They banged the drums loudly.*

An important irregular adverb is *good* → *well*.

*They played well.*

## B Listen and circle the correct answer. TR: 1.8

1. The musicians from Karnataka carry big drums and they play them *loudly* / *quietly*.
2. The Karnataka musicians play the drums *fast* / *well*!
3. The Orchestra of Cateura sometimes plays their drums *softly* / *slowly*.
4. Pop groups sometimes play their drums *quietly* / *quickly* when they play slow songs.
5. Drummers need to listen *carefully* / *well* to the rhythm.

## C Ask and answer the questions with a partner.

How do you...

1. eat your breakfast every morning?
2. walk to school?
3. talk to your friends?
4. work in class?
5. do your English homework?

How do you eat your breakfast every morning?

I eat it quickly!

Dancers in Karnataka, India



**A** Read the box.

In an **email** describing an event, we write a subject in the subject line and start with a greeting. Then, we describe what happened in the body of the email. We end the email with a short phrase like *Write soon* and our name.

**B** Read Uma's email. Then answer the questions.

1. What is the subject of her email?
2. How does she say hello and goodbye?
3. What adjectives does she use to describe the events?

From: Uma

To: Toby

Subject: My weekend!

Hi Toby,

How are you? My weekend was fun! Yesterday was my sister Anna's birthday!

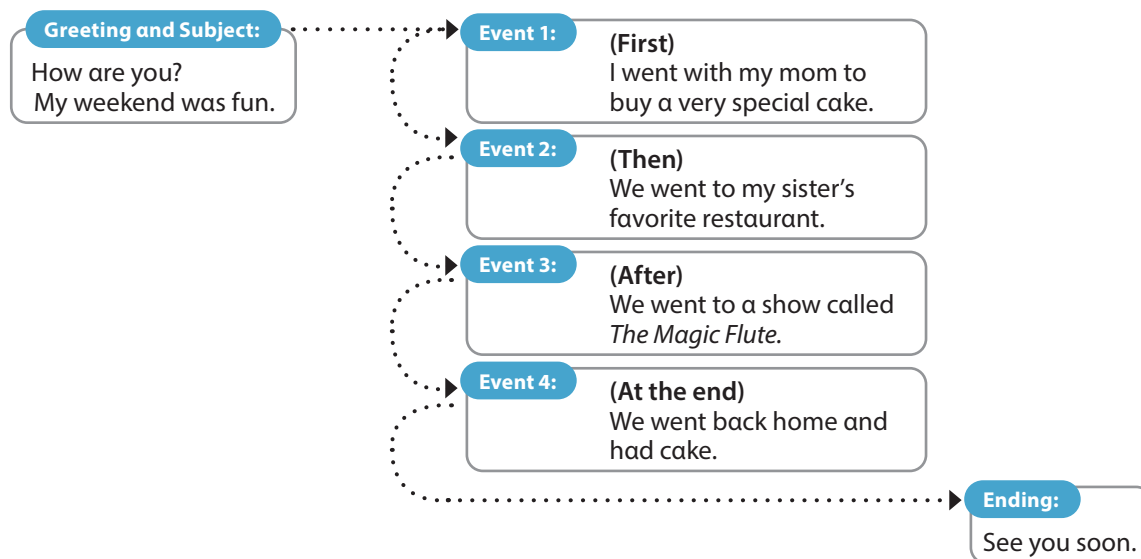
First, my mom and I went to the bakery to get Anna's cake. My sister loves classical music, right? And she plays the violin. So we ordered a cake that was in the shape of a violin! Then, we met Anna and we had lunch at her favorite Chinese restaurant. The food's amazing there! After that, we watched a great show called *The Magic Flute*. At the end of the day, we had some cake at home. Yum! Anna loved it! How was your weekend?

See you soon!

Uma



**C** Read the email again. Use the chart to learn how to write an email.



**D** Plan your email. Write about your weekend. First, use the chart to help you.

This diagram provides a template for planning an email. It follows the same layout as the example in section C. On the left is a box labeled "Greeting and Subject:" which is currently empty. To its right is a vertical column of four empty boxes labeled "Event 1:", "Event 2:", "Event 3:", and "Event 4:". Each event box also contains a time marker in parentheses: "(First)", "(Then)", "(After)", and "(At the end)" respectively. Dotted arrows indicate the flow from the greeting/subject box to the first event, and then through each subsequent event to the final "Ending:" box on the right, which is also empty.

**E** Write an email to a friend about your weekend. Write in your Workbook or notebook.

The image shows a screenshot of an email composition window. At the top, there is a blue header bar with the text "New Message" on the left and "Send" on the right. Below this header, there are three input fields: "From:" with the name "Ryan" entered, "To:" with the name "Keisha" entered, and "Subject:" with the text "My fun weekend!" entered. Below these fields, the body of the email is visible, starting with the text "Hello Keisha!" followed by "How are you?" on the next line.



## Lesson 6 Song

**A** Listen, read, and write. How do you dance? 🎧 TR: 1.9

**B** Listen and sing. 🎧 TR: 1.10 and 1.11

**C** Sing and act. 🎧 TR: 1.12

VALUE

Be yourself.

### At the Dance!

Some people danced slowly.  
They moved their arms up and down.  
Some people danced quickly.  
They hopped and jumped around.

#### CHORUS

*But no one danced* <sup>1</sup>\_\_\_\_\_.  
*We danced! We danced! We danced!*

Some people danced <sup>2</sup>\_\_\_\_\_.  
They looked down at the floor.  
Some people danced <sup>3</sup>\_\_\_\_\_.  
They smiled and danced some more.

#### CHORUS

Some people <sup>4</sup>\_\_\_\_\_ carefully.  
They all moved in a square.  
Some people danced wildly.  
They <sup>5</sup>\_\_\_\_\_ high in the air.

#### CHORUS

Some people danced quietly.  
Their moves were very neat.  
Some people danced loudly.  
They <sup>6</sup>\_\_\_\_\_ and stamped their feet.

#### CHORUS



A young girl performs at Dinagyang Festival in Iloilo City, Philippines.