

Making the world more

# PES

Purposeful

Effective

Strong

**JUNIOR**

Workbook  
& Busy Book

5

pes English

DIGITAL SAMPLE





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# Welcome to The Rise and Shine Museum

1 Look, think, and write.

museum director exhibits app camera phone



1 I'm Eva. I'm the museum director.

2 I'm \_\_\_\_\_. There's a museum \_\_\_\_\_ on my tablet.

3 I'm \_\_\_\_\_. I like the cat.

4 I'm \_\_\_\_\_, the museum cat.

5 I'm \_\_\_\_\_. I have a \_\_\_\_\_ and a \_\_\_\_\_.

6 I'm \_\_\_\_\_. I like \_\_\_\_\_.



**Tell me!**

Which of the Rise and Shine characters do you like?

2 Listen, circle, and write.

1 a 16th b 15th c 14th

3 a 5th b 4th c 3rd

2 a 1st b 11th c 21st

4 a 2nd b 12th c 22nd

5 The Museum Open Day is on November \_\_\_\_\_.

3 When are the birthdays? Look and write. Then ask and answer.



1 It's on October 1st.

3 It's on \_\_\_\_\_.

2 It's on \_\_\_\_\_.

4 \_\_\_\_\_.

When's your birthday?

It's on October 1st.

2

**Extra time?** When is your birthday? Tell your friends.

**4** Read and write.

1 We have tablets. We can go online.

2 We \_\_\_\_\_ the app. We \_\_\_\_\_ use the map.

3 We \_\_\_\_\_ cameras. \_\_\_\_\_ take pictures.

4 \_\_\_\_\_ phones. \_\_\_\_\_ make videos.

**Let's build!**

What do we have  
and what can we do?



**5** Look. Ask and answer. Then tell the class.



science books



storybooks



toy cars



video games



vacation pictures

Do you like  
science books?

Yes, I do.

Me, too! We both like  
science books!

**I can shine!**

**6** Imagine a time capsule for your family. Think and write.  
Then ask and answer.

My BLOG

HOME | NEWS | KID REPORTER | SHARING | FUN TIMES

In my family, we like \_\_\_\_\_ and \_\_\_\_\_.

We like \_\_\_\_\_, too.

We have a/an \_\_\_\_\_ and \_\_\_\_\_

in our family time capsule.

We also have \_\_\_\_\_.

What do you have in your family time capsule?

We have vacation pictures in our family time capsule. We like the beach.

**Extra time?** Do you like museums?

# 1 Who are we?

## Let's review! SB p4-5

Think and write.

1 p a p a p p

3 s u m m u e

2 n p o h e

4 a c m a e r

### Lesson 1 → Vocabulary

#### 1 Read and number.

- |  |  |  |                                     |                                       |
|--|--|--|-------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> curly hair | <input type="checkbox"/> straight hair | <input type="checkbox"/> wavy hair           | <input type="checkbox"/> blond hair | <input type="checkbox"/> big eyebrows |
| <input type="checkbox"/> beard                 | <input type="checkbox"/> mustache      | <input checked="" type="checkbox"/> freckles | <input type="checkbox"/> ponytail   | <input type="checkbox"/> smile        |



#### 2 Look at Activity 1 and write.

- 1 She has curly hair and freckles.
- 2 She has \_\_\_\_\_ hair and a big \_\_\_\_\_.
- 3 He has \_\_\_\_\_ hair, glasses, and a \_\_\_\_\_.
- 4 He has big \_\_\_\_\_ and a brown \_\_\_\_\_.
- 5 She has \_\_\_\_\_ hair and a long \_\_\_\_\_.



**Tell me!**

Which are similar:  
blond hair, black hair,  
and dark hair?

4 **Extra time?** What's similar about the people in the picture in Activity 1?

## Lesson 2 ➡ Structures

### 1 Listen and write.

- 1 She has freckles. She doesn't have a smile.
- 2 She \_\_\_\_\_ a big smile.
- 3 He \_\_\_\_\_ a beard.
- 4 He \_\_\_\_\_ big \_\_\_\_\_, but he \_\_\_\_\_ a mustache.
- 5 She \_\_\_\_\_ and a \_\_\_\_\_ but she \_\_\_\_\_ curly \_\_\_\_\_.

### 2 What do they look like? Match. Then ask and answer.

1



- a She doesn't have a smile. ☐
- b She doesn't have freckles. ☐

2



- c She doesn't have curly hair. ☐
- d She doesn't have a ponytail. ☐

*What does she look like?*

*She has curly hair. She doesn't have dark hair.*

**I can shine!** 

### 3 Write notes about a family member or friend. Then ask and answer.

*What does your person look like?*

*He/She has \_\_\_\_\_ and \_\_\_\_\_.*  
*He/She doesn't have \_\_\_\_\_.*

**Extra time?** Write new words in their word families. Draw a picture for each word.



1 Look and match. Then circle.



My special thing is  
a **drum** / **blanket**.



My special thing is  
a **coin** / **bracelet**.

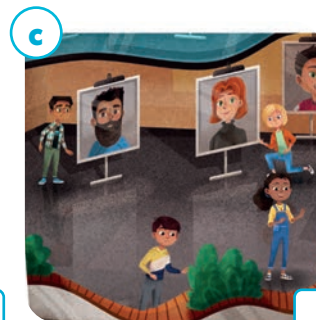


My special thing is  
a **necklace** / **drum**.



My special thing is  
**chocolate** / **a bracelet**.

2 Read the story again. Then number.



I can shine!

3 Imagine you have a special thing from the story. Write.

I have the \_\_\_\_\_ from the story.

It's \_\_\_\_\_ and \_\_\_\_\_.

I think it's \_\_\_\_\_.

Let's imagine!

What do you think?

The story is: OK ☆ good ☆☆  
great ☆☆☆





1 Look and write.



1 Does he have a blanket?

No, he doesn't. He has  
a soccer ball.



2 Does she have a drum?

No, \_\_\_\_\_.  
She \_\_\_\_\_ a guitar.



3 \_\_\_\_\_  
she have a necklace?

Yes, \_\_\_\_\_.



4 \_\_\_\_\_  
earrings?

She \_\_\_\_\_ glasses.

I can shine!

Let's build!

What does your friend  
have on his/her desk?



2 What is your special thing? Write and say.

1 Look! This is my \_\_\_\_\_.  
thing. It's \_\_\_\_\_.

3 \_\_\_\_\_ of course. This is  
my \_\_\_\_\_. Look!

2 Sorry, I \_\_\_\_\_  
understand. \_\_\_\_\_ you  
\_\_\_\_\_?



## Lesson 6 ➡ Reading and listening

### 1 Read and match.



I always read books.



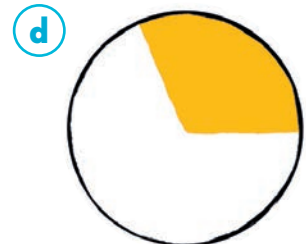
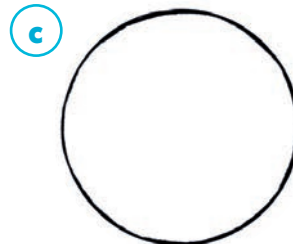
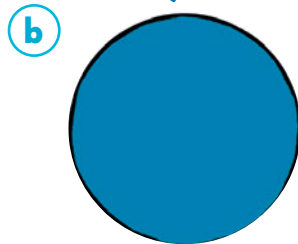
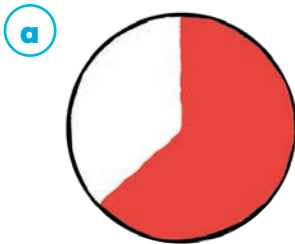
I often play my drum.



I sometimes take pictures.



I never play my sister's guitar.



### 2 Listen and number. Then write.





1






- 1 I always play my drum after school.
- 2 I \_\_\_\_\_ kick my soccer ball with my friends.
- 3 I \_\_\_\_\_ play my guitar for my family.
- 4 I \_\_\_\_\_ use my blanket in summer!

Think about something that is important to everyone. Why is it important?



### 3 Write for you. Use *always*, *often*, *sometimes*, and *never*.

- 1 I \_\_\_\_\_ brush my teeth.
- 2 I \_\_\_\_\_ forget my books.
- 3 I \_\_\_\_\_ play chess.
- 4 I \_\_\_\_\_ make videos.

## Lesson 7 ➡ Writing

### 1 Read, look, and circle. What is Pippa's special thing?

SEARCH

**A special gift**

My special thing is a gift from my grandma. She's very important to me. I often / never talk to her on the phone.

I'm <sup>2</sup>always / sometimes happy when I use my special thing. I <sup>3</sup>always / never use it when it's hot. I <sup>4</sup>sometimes / always share it with my sister. What is it? Yes, it's my blanket. It's very special to me.

*Pippa, 9, Ireland*

### 2 Give it a go Complete for you. Then ask and answer.

My special thing		
	You	Your friend
What's your special thing?		
What does it look like? Is it old/new/big/small?		
Why is it important?		

**I can shine!**

### 3 Write about your friend's special thing. Use your notes from Activity 2.

My friend's special thing is \_\_\_\_\_.

It is \_\_\_\_\_.

It's important to him/her because \_\_\_\_\_.

He/She often/sometimes/always/never \_\_\_\_\_.

\_\_\_\_\_.

**Check your work!** Check your friend's writing. Is the spelling correct?

1 Look and complete. Which word is missing in the puzzle?



Missing word: \_\_\_\_\_

2 Listen and circle Holly's uncle. Then listen again and write.

## BLOG

Holly's uncle <sup>1</sup> has straight,  
dark <sup>2</sup> \_\_\_\_\_.  
He <sup>3</sup> \_\_\_\_\_ a mustache  
and he <sup>4</sup> \_\_\_\_\_ a <sup>5</sup> \_\_\_\_\_.  
He <sup>6</sup> \_\_\_\_\_ glasses.  
He <sup>7</sup> \_\_\_\_\_ a white T-shirt.



3 Think and write.

*This is my mom's necklace.*

*Sorry, I <sup>1</sup> don't understand.*

*Yes, <sup>3</sup> \_\_\_\_\_.  
This is my <sup>4</sup> \_\_\_\_\_.*

*Can <sup>2</sup> \_\_\_\_\_,  
\_\_\_\_\_, please?*





- 1 Think about three special people. Complete. Use the words or your own ideas.

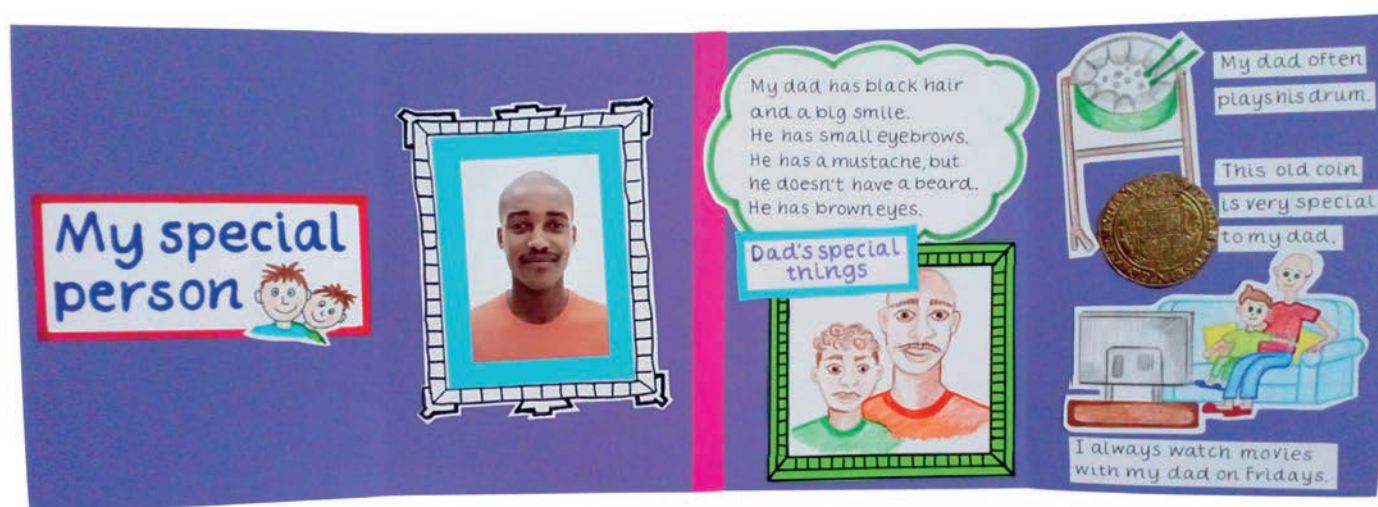
ponytail bracelet blond straight curly wavy  
dark mustache drum freckles earrings

Name	Features			Special thing
mom	blond hair	ponytail	freckles	old bracelet

- 2 Make your lapbook. Find pictures or draw. Then write.

### My special person

- 1 What does your special person look like? \_\_\_\_\_
- 2 What are his/her special things? \_\_\_\_\_
- 3 How often does he/she use them? \_\_\_\_\_



# Goodbye from The Rise and Shine Museum

## 1 Think and write.

dolphins potatoes freckles amusement park  
jacket skating rink ping-pong grapes  
seahorses sweater

pretty ugly boring lovely  
dirty clean great terrible

I like...	because...	I don't like...	because...
my sweater	it's pretty.	going to the skating rink	it's boring.

## 2 Think and write. Then listen and check.



1 The woman doesn't have freckles.



2 The boy is going to go to the \_\_\_\_\_ for his birthday.



3 They're using \_\_\_\_\_ fruit to make a new dish.



4 People don't \_\_\_\_\_ their trash on the beach.

## 3 Read and match. Then ask and answer for you.

- 1 Is there a market
- 2 What do you like
- 3 Does your town
- 4 Where are you going to

- a go next weekend?
- b have a stadium?
- c in your town?
- d doing in your town?



**4** Read and match.



- a She has straight, blond hair. She likes going shopping.
- b He has brown eyes and straight, brown hair.
- c She has curly, black hair and a ponytail. She loves animals.
- d He has green eyes and short, black hair. He thinks he isn't good at sports but he is!
- e He lives in the museum. He likes sleeping in a box.
- f She works in the museum. She has a special bracelet.

**5** Make your lapbook. Find pictures or draw. Then write.

**My favorite things in The Rise and Shine Museum**

- 1 My favorite character in The Rise and Shine Museum story is \_\_\_\_\_.
- 2 I like him / her because he / she \_\_\_\_\_.
- 3 My favorite new words are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
- 4 My favorite story is \_\_\_\_\_.  
I like it because \_\_\_\_\_.
- 5 I like the song from Unit \_\_\_\_\_ because \_\_\_\_\_.
- 6 Now I can talk about \_\_\_\_\_.



# Museum Takeover Day

1 Look and write. Then imagine, point, and say.

welcome help cook  
clean plan work



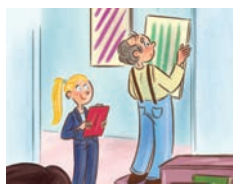
1 welcome visitors



2 \_\_\_\_\_ as  
a tour guide



3 \_\_\_\_\_ the  
museum



4 \_\_\_\_\_  
an exhibit



5 \_\_\_\_\_ in  
the museum store



6 \_\_\_\_\_ in the  
museum cafe

2 Match. Then listen and check.

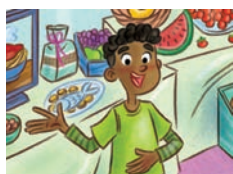
It's Museum Takeover  
Children  
We help, we cook,  
And then, of course,

we play!  
Day.  
do everything!  
we clean, we plan.

*I enjoy talking to people.  
I want to welcome visitors.*

# World Food Day

3 Think and write. Then listen and check.



1 We should eat  
a healthy diet.



2 We \_\_\_\_\_ drink a  
lot of \_\_\_\_\_.



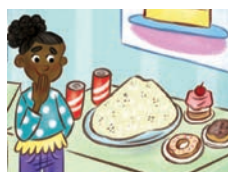
3 We \_\_\_\_\_ eat  
junk \_\_\_\_\_.



4 We \_\_\_\_\_ eat a lot  
of fruit and \_\_\_\_\_.




5 We \_\_\_\_\_ choose  
\_\_\_\_\_ food.



6 We \_\_\_\_\_ eat a  
lot of \_\_\_\_\_.



# International Day of Forests

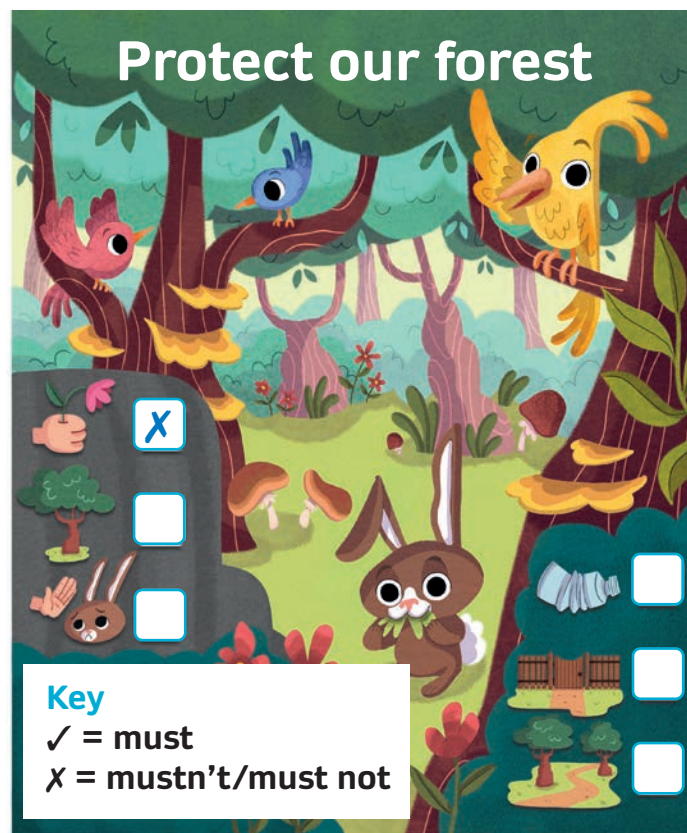
- 4**  Look and check (✓) or put an X. Then listen and check. Tell a friend.

*We mustn't/must not pick the flowers.*

- 5** Think and write.

- 1 We \_\_\_\_\_ trees.
- 2 We must not touch the animals.
- 3 We \_\_\_\_\_ the gates.
- 4 We \_\_\_\_\_ on the paths.
- 5 We \_\_\_\_\_ trash.
- 6 We \_\_\_\_\_ the flowers.

mustn't = must not

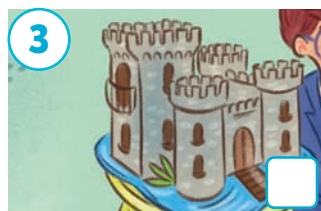


## Museum Open Day

*Would you like to play a game?*

*Yes, I would! I'd like to play chess.*

- 6** Write and match. Then ask and answer for you.



**a** **A:** Would you like to do a tour (od a rtou)?

**B:** No, I wouldn't.

**2**

**b** **A:** Would you like to draw a \_\_\_\_\_ (retipuc)?

**B:** Yes, please. I \_\_\_\_\_!  
I'd like to draw an old boat.

**1**

**c** **A:** Would you like to make a \_\_\_\_\_ (delmo)?

**B:** Yes, \_\_\_\_\_. I'd \_\_\_\_\_ make a castle.

**3**

**d** **A:** \_\_\_\_\_ you like to play a \_\_\_\_\_ (meag)?

**B:** No, I \_\_\_\_\_.

**4**

# Word connections

## Word connections key



Places



People



Activities



Things



Ocean animals



Food

## Welcome



### Visiting a museum

app  
camera  
exhibit  
museum  
museum director  
phone



### Our things

fun games  
important pictures  
popular books  
special toys

## 1 Who are we?



### Describing people

beard	mustache
big eyebrows	ponytail
blond hair	smile
curly hair	straight hair
freckles	wavy hair



### Special things

blanket  
bracelet  
coin  
drum  
earrings  
necklace

*What other words to describe people  
do you know? Add your words.*

## 2 Let's use it again!



### Everyday things

bowl	pot
box	purse
cup	rug
jacket	shelf
plate	sweater

*What other everyday things do you know? Add your words.*



### Materials

glass  
metal  
paper  
plastic  
rubber  
wood

## 3 City of the future



### Places in a city

art gallery	market
amusement park	restaurant
hotel	stadium
skating rink	swimming pool
mall	theater

*What other places in a city do you know? Add your words.*



### Activities in a city

go on a ride  
go shopping  
go to a restaurant  
visit an exhibit  
watch a show  
watch a game

## 4 Food for everyone!



### Food

apples	lemons
beans	pineapples
flour	potatoes
grapes	rice
honey	sugar

*What other food words do you know? Add your words.*

### Containers and quantities



bag of rice  
bottle of juice  
box of fruit and vegetables  
cup of hot chocolate  
glass of water  
piece of fruit

## 5 Help our oceans!



### Ocean animals

crab	seal
dolphin	shark
jellyfish	snail
octopus	starfish
seahorse	whale

*What other ocean animals do you know? Add your words.*



### Beach clean-up activities

clean the oceans  
have a beach clean-up  
make a movie  
pick up trash  
recycle trash  
tell people

## 6 Let's play together!



### Sports

do track and field	play baseball
do gymnastics	play basketball
go snowboarding	play field hockey
go swimming	play ping-pong
play badminton	play volleyball

*What other sports do you know? Add your words.*



### Sporting activities

bounce a ball  
hit a ball  
jump hurdles  
run a race  
throw a ball  
win a race

*What other sporting activities do you know? Add your words.*





# Welcome to Busy Book 4!



Can you find these things in the book?  
Write the page number in the star.



The Busy Book helps children develop in the following areas of learning...



## Communication

Learning to speak together  
in English.



## Leadership

Learning to build relationships.



## Discovery

Building knowledge and awareness  
of social responsibility.



## Critical thinking

Solving problems and puzzles and  
learning thinking skills.



## Creativity

Expressing ideas through drawing  
and making.



## Self-management

Learning to plan ahead to reach goals.

# 1

## Who are we?

Find Sofia's friend.

My friend has...

My friend doesn't have...

blond hair.

wavy hair.

straight, black hair.

glasses.

a smile.

a mustache.

Ben

Martin

John



Lucy

Bella

My friend's name is \_\_\_\_\_.

Spot the difference.

Julian

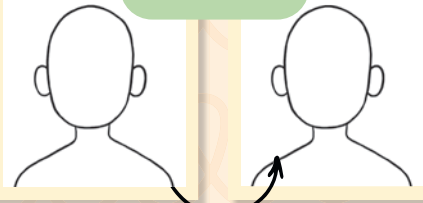


Now Julian has a big smile!

He also has \_\_\_\_\_.

He doesn't have \_\_\_\_\_.

Me



Now I have \_\_\_\_\_.

And \_\_\_\_\_.

## QUICK QUIZ

My teacher is named \_\_\_\_\_.

She/He has...

straight ☐ curly ☐ wavy ☐ hair.

big eyebrows. ☐ a mustache. ☐

freckles. ☐ a ponytail. ☐ a beard. ☐







Imagine with  
**Hugo**

# Who has the necklace?

Read and  
complete.

## CITY NEWS



### STOLEN NECKLACE!

The police are looking for a special necklace. They have a letter with some information. "There are a lot of numbers," says Detective Smith, "but we don't understand it!"



a=26, b=25 ➡ y=2, z=1

### WHO HAS THE NECKLACE? THE PERSON HAS...

4 26 5 2 / 19 26 18 9 w / r.

13 12 / 25 22 26 9 23 e.

25 18 20 / 22 26 9 9 18 13 20 8 \_\_\_\_\_ / \_\_\_\_\_.

26 / 25 9 26 24 22 15 22 7 \_\_\_\_\_ / \_\_\_\_\_.

### Can you help the police?

Use the code. Complete the  
letter. Who has the necklace?

\_\_\_\_\_ has the necklace.



Invent your own code. Write a message to a friend.

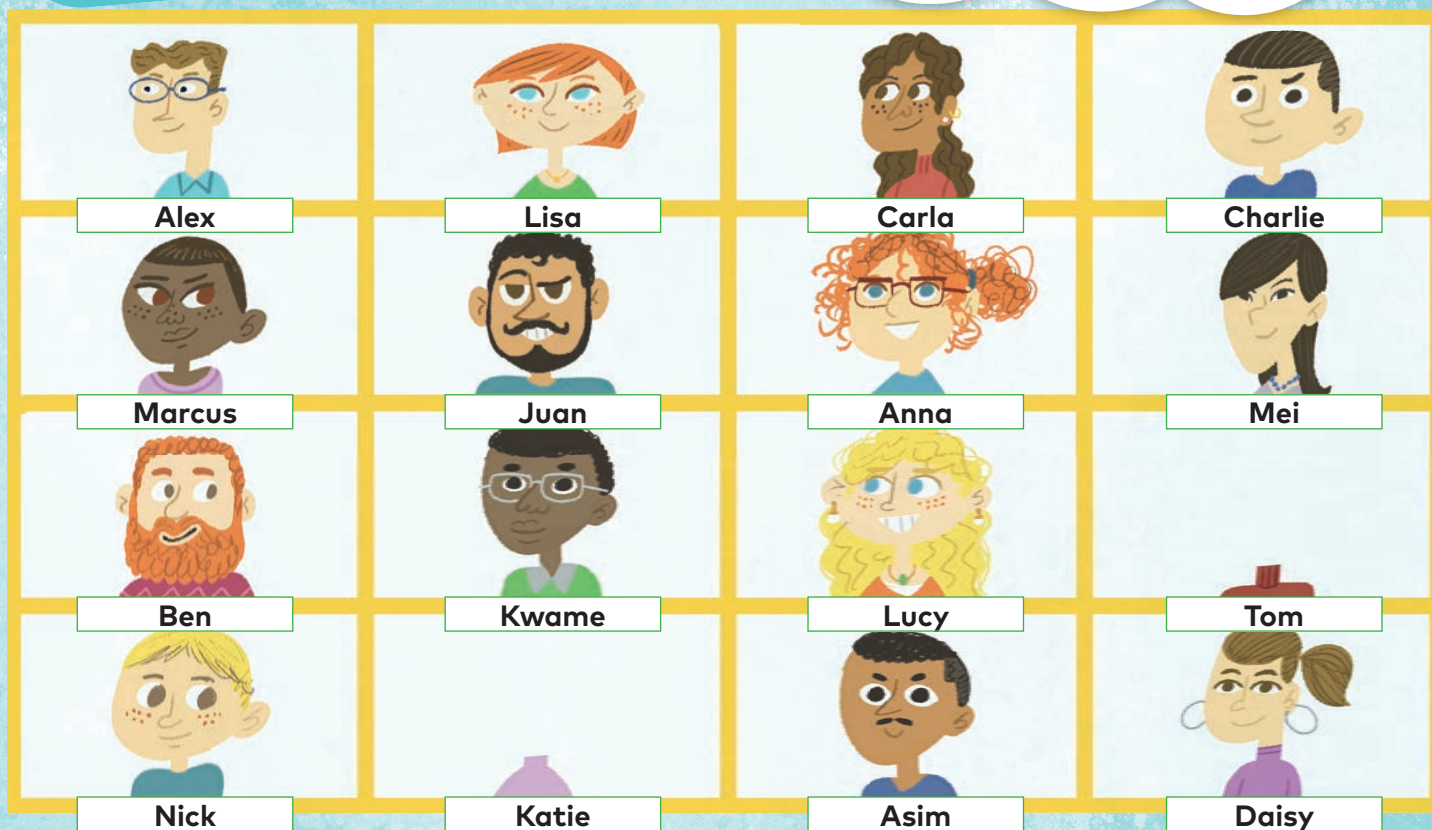
a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z





# Guessing game

Complete and play the "Who is it?" game.



Katie has long, wavy hair and earrings.

Is it a girl?

Does she have long hair?

Is it Lisa?

Tom has short, straight hair and glasses.

Yes.

No, she doesn't.

Yes, it is!

Sorry, I don't understand.  
Can you say that again, please?



Can you say this quickly five times?

Smart Sam has short, straight hair!

**Tongue Twister**







Explore with  
Eva

# Our world

Match the drums to  
the countries.

I always play  
my cajon. It's a special  
drum from Peru.  
Sometimes I play with  
my friends.



We often play  
our drums in  
competitions.

Nigeria

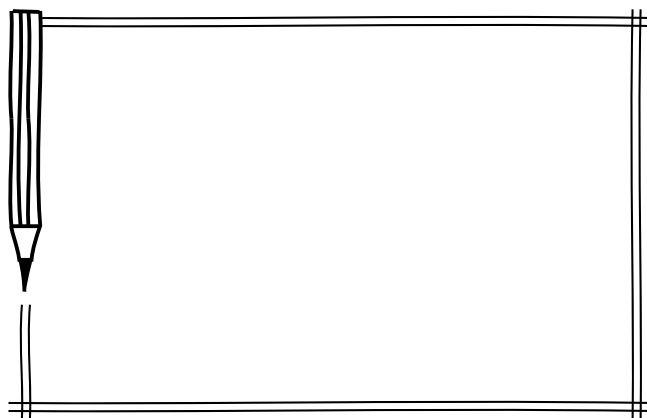
Scotland



We never feel  
sad when we play  
our drums!

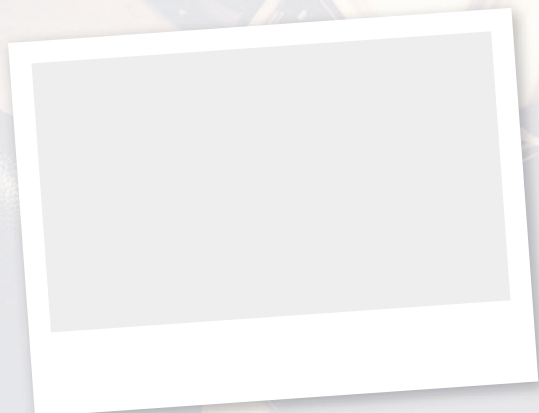
Explore more

Find out about more drums  
from around the world. Draw.



Find someone who has one  
of these special things.

- ☐ drum ☐ necklace ☐ bracelet  
☐ earrings ☐ coin ☐ blanket



\_\_\_\_\_ 's special thing is a \_\_\_\_\_.

It's \_\_\_\_\_

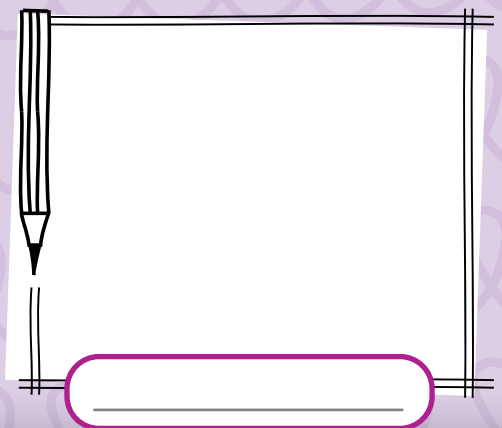
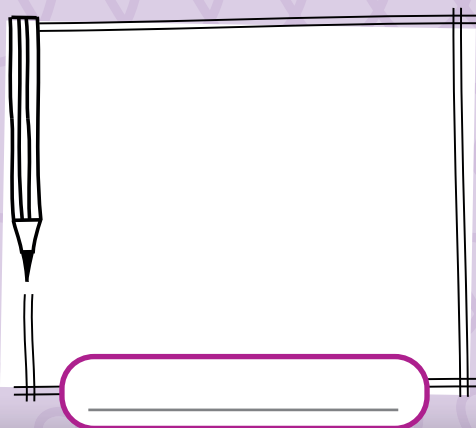
\_\_\_\_\_



# My funny characters

Choose and draw your characters.

princess	police officer	blond	green	hair	earrings
superhero	server	straight	pink	eyebrows	a blanket
funny animal	bus driver	curly	yellow	mustache	a necklace
spy	doctor	wavy	red	nose	a bracelet



My characters are named \_\_\_\_\_ and \_\_\_\_\_.

\_\_\_\_\_ has \_\_\_\_\_ but doesn't have \_\_\_\_\_.

\_\_\_\_\_ has \_\_\_\_\_ but doesn't have \_\_\_\_\_.

My favorite activity in this unit:

My new words:

I will find out more about:



Can you write a story about your characters?







# Goodbye

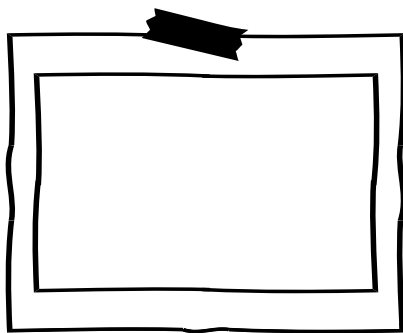


## About me

I like this book because...

---

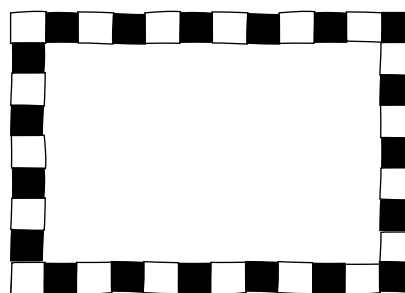
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My favorite activities in this book are...

---

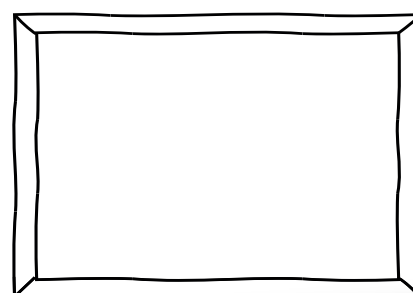
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Something I'm going to remember from this book is...

---

---



## Rise and Shine Certificate

You finished Busy Book 4!

Good job!

Awarded to: \_\_\_\_\_

Age: \_\_\_\_\_

Date: \_\_\_\_\_

Sofia

Sofia

Hugo

Hugo

Marco

Marco

Eva

Eva

Zoe

Zoe

Socks



DIGITAL SAMPLE



5

## JUNIOR Workbook & Busy Book

Making the world more

# PES

Empowers every  
child to reach their  
potential and shine.

Built in GSE Learning Objectives allow teachers to track, plan, and measure each learner's progress. Child-friendly charts show their personal learning journey, promoting autonomy and responsibility. With a rigorous approach to formative assessment, every lesson is designed to help each child achieve their learning goals.

Appealing stories and real-life content create a world that learners can relate to in their own lives. Well-structured activities develop future skills, such as collaboration and teamwork, communication, critical and creative thinking, and self-management.

PES Junior's unique mix of printed and digital components is designed for use in inclusive classrooms. Support for individual learning needs ensures learners grow in confidence and achieve their best, preparing them to become global citizens of tomorrow.

### Plus:

- ★ 360° online games powered by **SEPP0**®
- ★ Our World videos
- ★ Themes from the Sustainable Development Goals

### For students

- ★ Student's Book and eBook
- ★ Workbook and eBook
- ★ Busy Book
- ★ Digital Activities

	CEFR	GSE	Benchmark	Cambridge English
Book 2	<A1/A1	10-22	-	Pre A1 Starters
Book 3	<A1/A1	15-26	Level 1	Pre A1 Starters
Book 4	A1	22-30	Level 2	A1 Movers
Book 5	A1/A2	26-35	Level 3	A1 Movers
Book 5+	A2	31-39	Level 3/4	A2 Flyers



**pes**.English

SUSTAINABLE  
DEVELOPMENT  
**GOALS**

We support the Sustainable Development Goals

DIGITAL SAMPLE