

# ALSTON 2026

CATALOGUE





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# Alston Education

*Content • Digital • Consultancy*

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## Introduction

Established in 2009, Alston Education is a leading education content provider with a deep understanding of the international textbook market. Located in Singapore, a hub for excellence in education, our core focus is to develop and distribute textbooks and educational resources for the K-12 schools globally.

## Our Network

We have established a sales network of more than 30 countries spanning Southeast Asia, North Asia, South Asia, Latin America, the Caribbean and the Middle East. If you are a distributor or a publisher who would like to distribute our publications in your country, please contact us for further discussion.

## Our Services

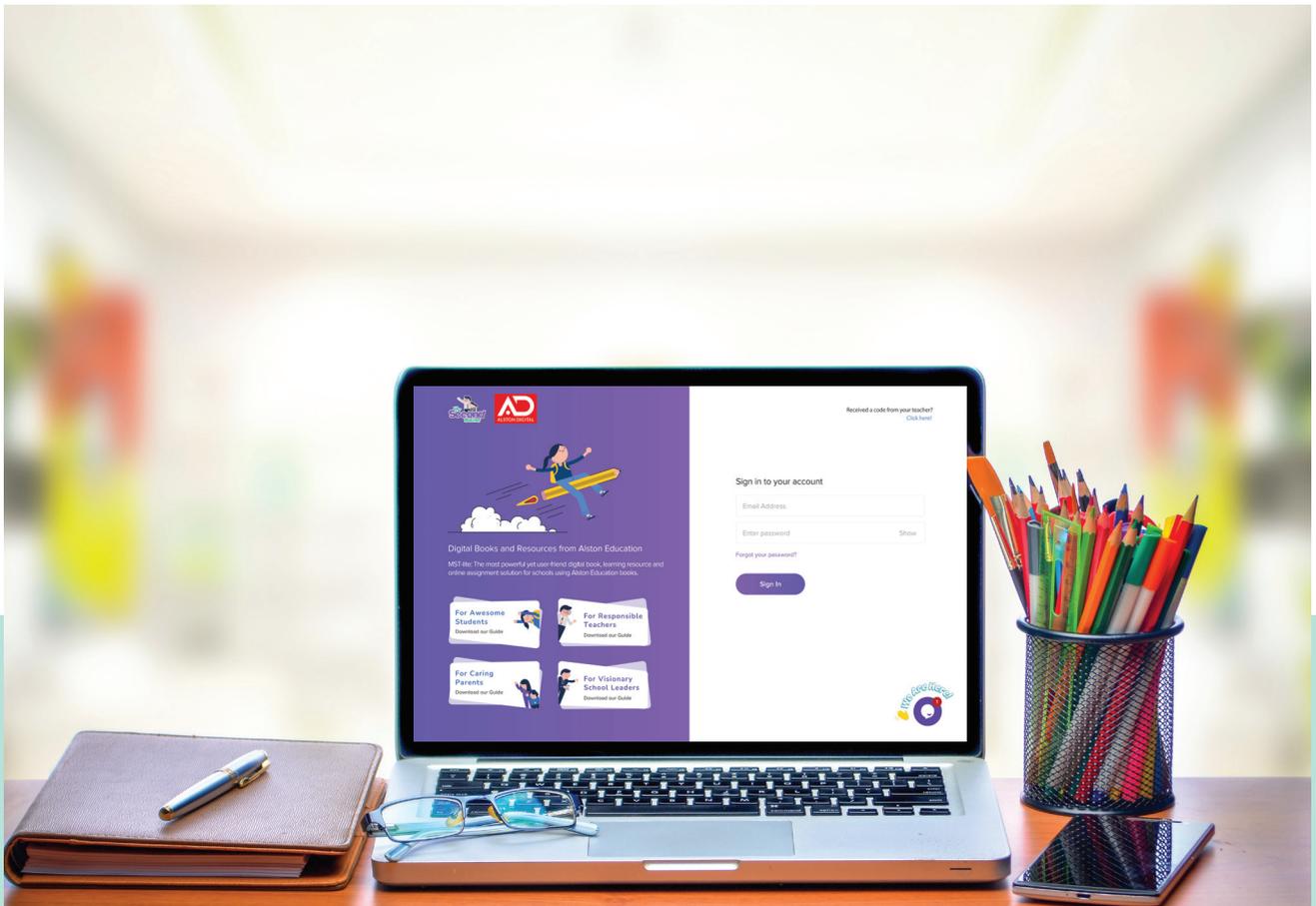
Alston Education delivers high-impact solutions in curriculum design, digital learning, and education consultancy, serving governments, ministries, and schools across international markets. Our Cambridge-aligned flagship publications are widely adopted, reflecting their academic rigor, global relevance, and classroom effectiveness.

Our digital platform, Alston Digital, is used by 200+ schools to support teaching, assessment, and student progress tracking. In addition, our long-term consultancy partnership with the Ministry of Education of the Republic of Azerbaijan highlights our capability to contribute at a national policy and system level.



# Digital Support

## Digital Learning Platform



### [www.AlstonDigital.sg](http://www.AlstonDigital.sg)



- A learning platform with various features that support an integrated learning environment
- Teachers can assign and grade assignments online and access exclusive question banks
- Learners can complete and submit assignments online
- Access eBooks and other learning materials anytime, anywhere

# Key Features



## Resources

Access eTextbook, eWorkbook and eTeacher's Guides to prepare and deliver lessons easily in the classroom.



## Assignments

Assign different types of assignments and grade them by providing additional feedback to individual learners.



## Test Paper

Generate different types of test papers using Alston Digital's specialised questions banks.



## Interact

Create groups to facilitate discussions or communicate with individual using text-chat.



## Announcements

Broadcast messages and collate information from learners efficiently.

# Digital Support

*Online & Offline Access*

## [www.AlstonLibrary.com](http://www.AlstonLibrary.com)

- Offline access enables uninterrupted learning anytime, even without an internet connection
- Interactive digital books enhance engagement, deepen understanding, and bring lessons to life
- Audio-enabled titles support comprehension, accessibility, and multi-sensory learning
- Distributor backend access supports content management, usage monitoring, and operational operations

Alston Education  
**LIBRARY**



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RY



Help & Support

English ▾

French



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# Level Guide (Science and Ma

		Level	KG1	KG2
<b>Science</b>	Pre-primary	Happy Science		
	Primary	Active Science		
		Science Smart		
		Science QUEST		
		TOP Sciences		
	Secondary	Science SMART		
<b>Mathematics</b>	Pre-primary	Little Thinkers		
		Happy Maths		
	Primary	Active Maths		
		Maths Smart		
		Maths QUEST		
		TOP Mathématiques		
	Secondary	Maths SMART		

ths)

1	2	3	4	5	6	7	8	9	Page
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									22
									26
									28
									30
									34
									16
									20
									24
									27
									29
									32
									36

# Level Guide (ELT)

CEFR	
Cambridge English Qualifications	
Primary	Best Friends
	Elfin
Secondary	Active English
Skills	Reading Comprehension
	Reading Comprehension Skills
	Writing Skills
Grammar	Grammar Usage
	Grammar Practice

Pre-A1	A1	A2	B1	Page
Starter-Mover		Flyer / KET	PET	
				40
				42
				44
				46
				48
				50
				52
				54



$$1+1=2$$

$$3+4=7$$

$$6+6=12$$

$$3+7=10$$

$$4+8=12$$

$$6+7=13$$

$$4+10=14$$

$$8+0=8$$

$$3$$

$$6 \times$$

$$4 \times 4$$

$$8 \times 3 =$$

9

7

# Science & Mathematics

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## Little Thinkers

Author: Desiree Lee  
Level: Kindergarten

### Inspire Young Minds with Little Thinkers!

*Little Thinkers* gently introduces preschool learners to the world of numbers through a thoughtfully designed Mathematics series inspired by the Singapore Math Approach.

Developed for early childhood classrooms, the series combines visual learning and hands-on activities to nurture curiosity, build confidence, and establish strong foundations in Mathematics understanding.

### Strands covered in KG 1 and KG2

- Number Sense
- Shapes and Geometry
- Sorting and Patterns
- Measurement

### Free Resource(s)



### Components



### ▶ Holistic Mathematics Coverage

Develops number sense, measurement, shapes, and patterns for well-rounded early numeracy.

### ▶ Spiral Learning Approach

Concepts are revisited and reinforced progressively, supporting deep understanding and mastery.

### ▶ Early Problem-Solving Skills

Encourages children to apply Mathematics to simple real-life situations, building confidence and thinking skills.

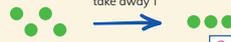
### ▶ Primary School Readiness

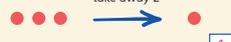
Familiarises learners with Primary-style questions, preparing them for a smooth transition to formal schooling.

CPA in Little Thinkers

15 Concept of subtraction

**Take away**

take away 1  
  
 How many are left? **3**

take away 2  
  
 How many are left? **1**

take away 3  
  
 How many are left? **2**

take away 2  
  
 How many are left? **2**

Concrete

Subtraction is taught using hands-on manipulatives, supported by drawings and familiar visuals when physical objects are not available.

17 Subtraction within 5

**Subtracting from 2 and 3**

  
 $2 - 1 = 1$

  
 $3 - 1 = 2$

  
 $3 - 2 = 1$

Pictorial

Concepts are represented through diagrams and drawings, using familiar pictures to show quantities, with objects crossed out to visually illustrate the action of subtraction.

20 Subtraction within 5

**Subtracting from 2 to 5**

$2 - 1 = 1$	$3 - 2 = 1$
$4 - 1 = 3$	$5 - 3 = 2$
$4 - 2 = 2$	$3 - 1 = 2$
$5 - 2 = 3$	$5 - 1 = 4$
$5 - 4 = 1$	$4 - 3 = 1$

Abstract

In the Abstract phase, children work with numbers and symbols only, solving problems such as  $5 - 2$  without the use of pictures or physical objects.

Word Problems in Little Thinkers

Apply math to real life: Students see how math is used in everyday situations.

Build thinking skills: Students learn to understand, plan, and solve.

23 Addition and subtraction

**Word problems**

Danny got 18 points in a game. Terry got 10 points in the same game. How many more points did Danny get? **8**

Tony is counting stones by skipping numbers: 2, 4, 6, \_\_, \_\_. What are the next two numbers? The next two numbers are **8** and **10**.

Zack has 3 apples. Henry has 4 oranges. Ben has 5 bananas. How many fruits do they have altogether? **12**

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23 Addition up to 20

**Word problems**

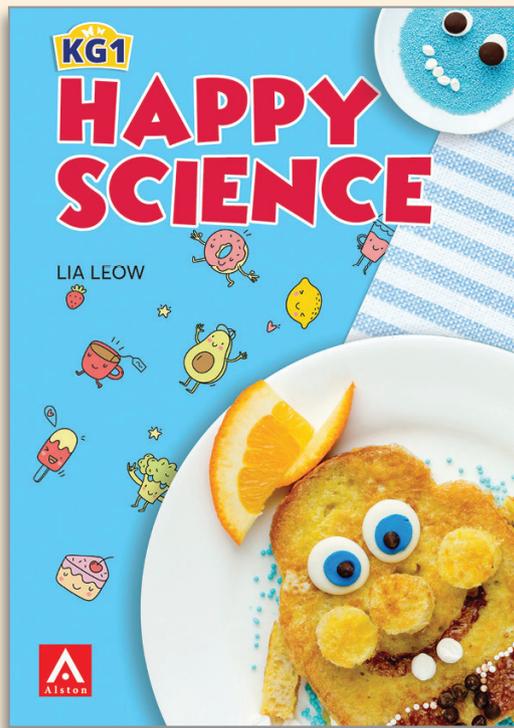
Katie had 15 shells. She found 5 more shells. How many shells does Katie have in all?  
 $15 + 5 = 20$

Danny saw 7 purple fish. Joe saw 13 yellow fish. They saw **20** fish altogether.

Amy brought 18 shirts to the camp. Jane brought 1 shirt. How many shirts did they bring altogether? **19**

Jimmy took 10 photos yesterday. He took 10 photos today. Jimmy took **20** photos in all.

Improve language and comprehension: Students practise reading and making sense of information.



## Happy Science

Author: Lia Leow  
Level: Kindergarten

### **Using inquiry-based learning pedagogy to develop Science literacy!**

*Happy Science* is a two-level science series for young children to get a head start in the subject. Through the use of thought-provoking questions and relevant life scenarios, the series aim to arouse the children's curiosity about science. The children will be introduced to the fascinating world of Science through various investigative and hands-on activities.

### **Content in each level**

KG 1:

- Living things
- Characteristics of objects and materials
- Space and environment

KG2:

- Living things
- Materials
- Energy and forces
- Space and environment

Free Resource(s)



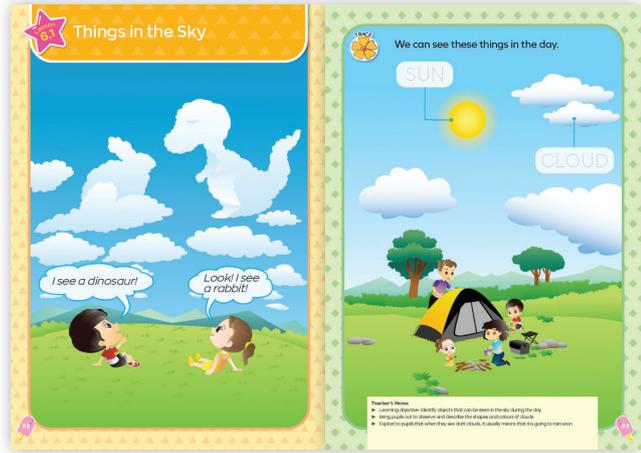
Components



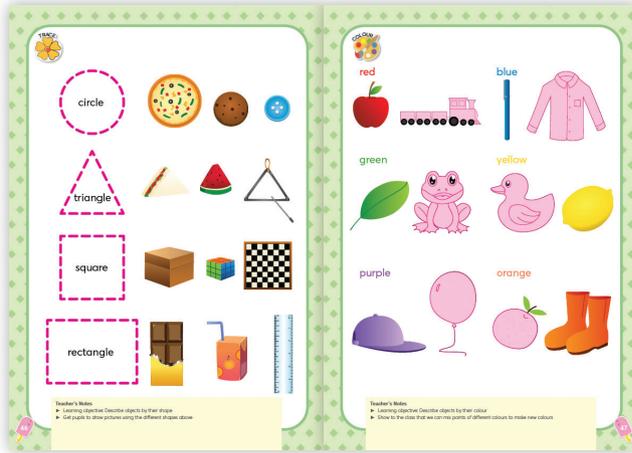
- ▶ Uses the instructional framework, Engage – Explore – Reflect (Chalufour et al. 2004) to design the learning experience for the children.
- ▶ Provides carefully structured content knowledge development and instructional strategies to develop the five areas of early childhood development – Cognitive, Communication, Social, Adaptive, Fine Motor Skills.



Each chapter starts with a chapter opener for children to learn through conversations. They can develop communication and social skills through interaction and collaboration.



Activities to help children hone fine motor skills and master hand-eye coordination.



Age-appropriate life skills and behavioural lessons to guide children in the development of their adaptive skills. The curriculum provides holistic growth and prepares children to be self-sufficient individuals.



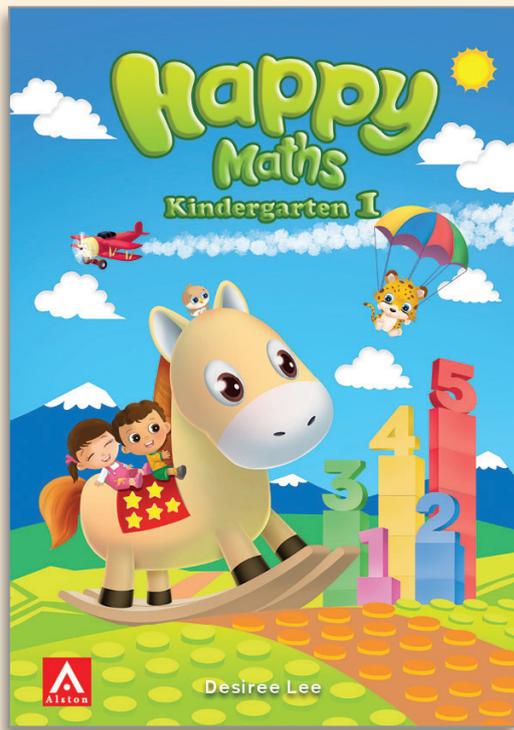
ISBN



978-981-3180-42-0



978-981-3180-43-7



## Happy Maths

Author: Desiree Lee  
Level: Kindergarten

### **Introducing children to the fun and exciting world of Mathematics!**

*Happy Maths* is a two-level science series for young children to see the world around them using the Mathematical lens. The realistic and relevant context sparks the children's curiosity as they are introduced to Mathematical concepts.

### **Content in KG 1 and KG2:**

- Counting
- Sequences and position
- Addition
- Subtraction
- Shapes and colours

### Free Resource(s)



### Components



- ▶ Uses the theme based approach to introduce Mathematical concepts to young children.
- ▶ Develops numeracy concepts and language of mathematics through children's daily experiences.
- ▶ Comprises of varied activities to develop the five areas of early childhood development – Cognitive, Communication, Social, Adaptive, Fine Motor Skills.



Each chapter starts with a chapter opener which has a short activity to draw the children into the concept.

**My School!**  
Help Bobby and his friends find their way to school!

**This is my SCHOOL!**  
Good morning, Mrs Saral

There are \_\_\_\_\_ people in the picture.  
There are \_\_\_\_\_ children in the picture.

Let's sing together!  
Ring ring ring! The bell sounds!  
Time for school! See you around!

**Children will be able to:**

- Recognise numbers up to 5.
- Subtract from numbers up to 5.
- Arrange numbers in order.
- Describe number positions.

**Teacher's Note:**

- Guide the children to find the way to the end of the maze by drawing lines.
- Encourage the children to use words to describe the positions of Bobby, Tina, Tigo and Jula.
- Ask the children to share with their partner what they think about when they hear the word 'school'.

**Teacher's Note:**

- Describe the scene and sing the song with the children.
- Ask the children to count the total number of people in the picture. Ask the children how many children there are.
- Explain to them that by counting the total number of people, and taking away the adult, they find the number of children they are addressing.

Introduces mathematical concepts and key vocabulary through interesting context.

**Write the missing numbers.**

**Circle the correct word.**

The Earth is up / down / beside / under the astronaut.  
Venus is up / down / beside / under Neptune.

**Count and circle.**

4 planets  
2 red stars and 3 yellow stars

**Draw.**

Draw a spaceship under the astronaut.  
Draw 3 stars beside the astronaut.  
Draw a flag on the astronaut's hand.

Practices to revise mathematical concepts learnt.

Drawing practices for children to express their learning visually.

Activities which involves engagement with peers to build communicative and collaborative skills.

**Draw your own picture using these shapes!**  
That cloud looks like you, Yajal!

**Colour. Circle the correct number of objects.**

What colour should the sky be?  
Circle 1 tree.  
Circle 1 bird.  
Circle 2 flowers.  
I circled \_\_\_\_\_ objects in total.

Tracing and colouring practices for development of hand strength, hand-eye coordination. Also helps in colours recognition.

ISBN



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## Active Science

Author: Wang In Ching (Stage 1-2),  
Dr Loo Yoke Leng and Dr Ivan Yow (Stage 3-6)  
Level: Primary

### **Combination of Singapore's teaching approach to Science with the International Cambridge Primary Science (0097) Curriculum!**

*Active Science* is a six-level science series for learners to actively build their understanding through exploration, discussion and problem-solving. The unique combination integrates the Singapore approach of inquiry-based experimental learning with Active Learning strategies to maximise learner engagement. The learners are exposed to varied learning activities presented in the teaching materials to hone their scientific knowledge and skills. The learners will be challenged to think critically and creatively to become effective problem-solvers.

### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Enrichment Worksheet



Answer Key



Reinforcement Worksheet



Topical Worksheet



Mindmap



Weblinks



Flashcards



Project Work



STEM Activities



Science Kit

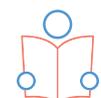


Lesson Videos



3D Models

### Components



Student Book



Workbook



Teacher's Guide

- ▶ Uses Problem-based Learning to anchor each chapter with a case problem.
- ▶ Each chapter is a learning journey where learners will engage with a problem at the start, learn through activities, and solve the problem using the knowledge learnt at the end.
- ▶ Varied levels of questions to assess the understanding of learners – knowledge recall questions, comprehension questions and application questions.
- ▶ Comprehensive teacher's guide to help teachers to deliver quality inquiry lessons in the classroom.

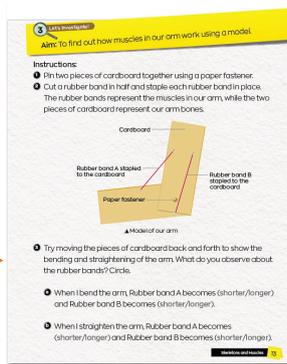
Active Science Textbook Stage 4



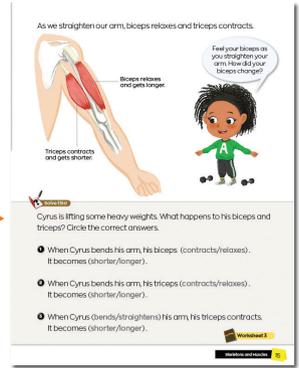
Each chapter starts with a problem scenario where learners need to gather clues to learn about the problem.

Annotated diagrams to explain scientific concepts.

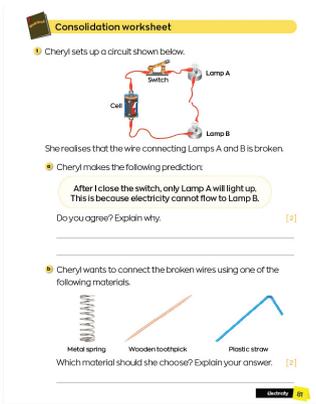
Investigative activities to explore scientific concepts and build scientific investigation skills.



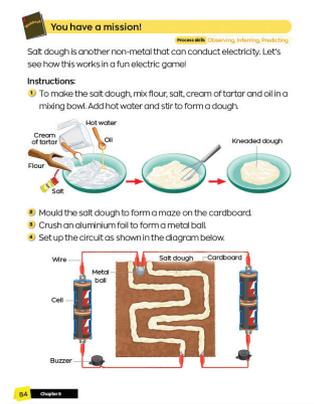
Immediate reinforcement questions to check for understanding.



Active Science Workbook Stage 4



Consolidation worksheet to wrap up the learning objectives in the chapter.



Assess learning through an explorative alternative assessment.

ISBN



978-981-4370-76-9



978-981-4370-91-2



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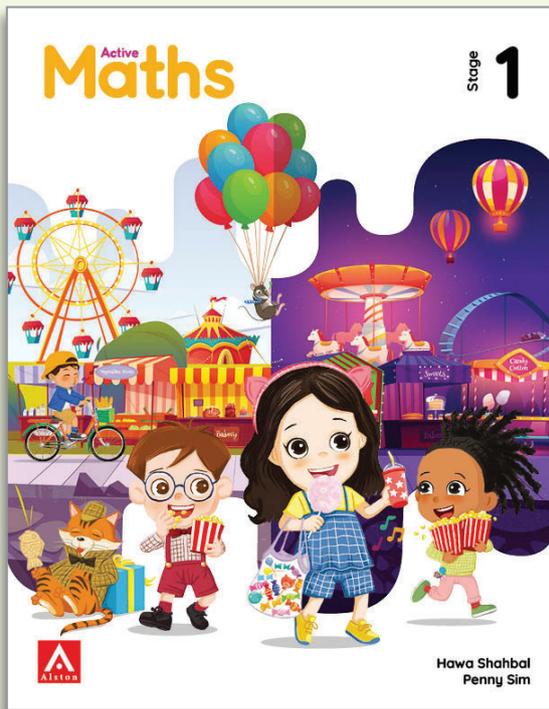
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978-981-4437-41-7



## Active Maths

Authors: Hawa Shahbal and Penny Sim (Stage 1-3), Sam Kee (Stage 4-6)  
Level: Primary

### **Combination of Singapore's teaching approach to Maths with the International Cambridge Primary Maths (0096) Curriculum!**

*Active Maths* is a six-level maths series for learners to build their mathematical knowledge through investigative activities. The unique combination integrates Singapore approach to mathematics with Active Learning strategies to develop strong mathematical foundation skills. Mathematical concepts are scaffolded to suit learners of varied abilities to deepen their mathematical fluency and problem-solving skills. The process of learning involves investigative activities preceding the learning of mathematical concepts. The learners will be highly involved in their learning process and be challenged to think critically and creatively to become effective problem-solvers.

### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Enrichment Worksheet



Answer Key



Reinforcement Worksheet



Topical Worksheet



Maths Manipulative List



Weblinks



Flashcards



Project Work



STEM Activities



Lesson Videos



3D Models

### Components



Student Book



Workbook



Teacher's Guide

- ▶ Uses Problem-based Learning to anchor each chapter with a case problem.
- ▶ Each chapter is a learning journey where learners will engage with a problem at the start, and then explore the mathematical concepts through investigations, examples and practices. At the end of the chapter, learners will apply their understanding through reflective application questions.
- ▶ Singapore Approach of Concrete-Pictorial-Abstract method enables learners to understand mathematical concepts in a step-by-step, guiding them to achieve mastery in reasoning, problem-solving and conceptual skills.
- ▶ Comprehensive teacher's guide to help teachers to deliver high-quality investigative lessons, and provide clear instructions for worked examples.

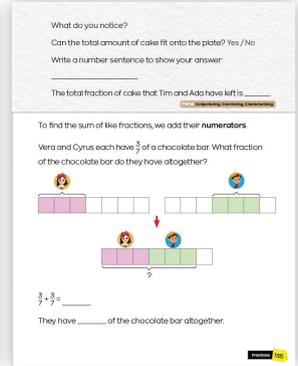
Active Maths Textbook Stage 4



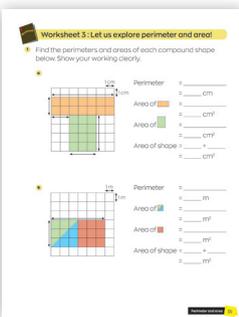
Each chapter starts with a problem scenario where learners need to gather clues to learn about the problem.

Pictorial representation helps the learners understand the question and understand it visually. This is an important step in the Concrete-Pictorial-Abstract method.

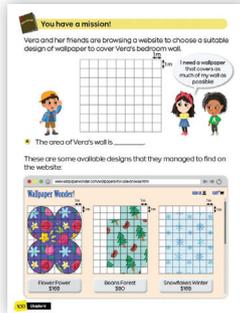
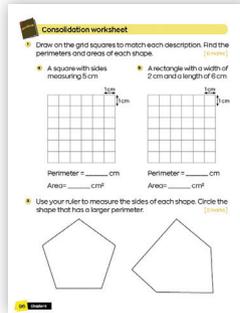
Investigative activities precede learning content, so the learners can explore the mathematical concepts on their own. Learners can apply their prior knowledge and link the knowledge they already know with the upcoming concepts.



Active Maths Workbook Stage 4



Different types of practices to assess newly-learned concepts.

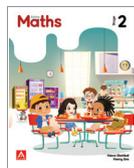


Fun and engaging alternative assessment to assess the learners.

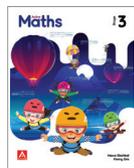
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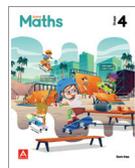
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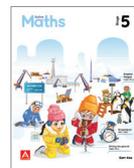
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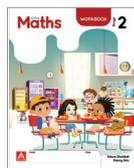
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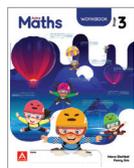
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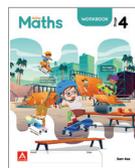
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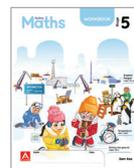
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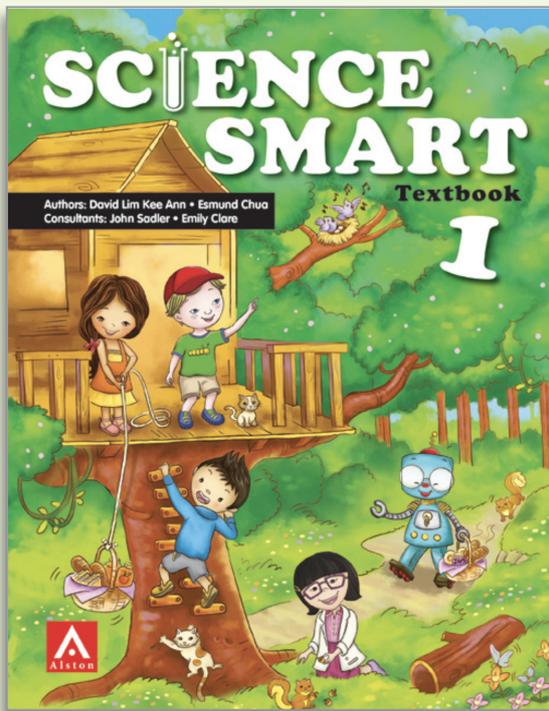
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978-981-3180-83-3



## Science Smart

Author: Wang In Ching (Stage 1-2),  
David Lim Kee and Esmund Chua (Stage 3-6)  
Level: Primary

Science Smart is a six-level Science series aligned with the 2011 Cambridge Primary Science curriculum framework, supporting progression to higher Cambridge qualifications, including IGCSE®.

The series adopts an Inquiry-based approach to Science learning, developing pupils' inquiry skills, process skills, and critical thinking.

Through engaging visuals and carefully designed activities, Science Smart builds curiosity, strengthens conceptual understanding, and prepares pupils with essential 21st-century competencies and exam confidence for Cambridge Primary Checkpoint and other international assessments.

### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Enrichment Worksheets



Answer Key



Reinforcement Worksheet



Topical Worksheet



Mindmap



Weblinks



Flashcards



Project Work



STEM Activities

### Components



Student Book

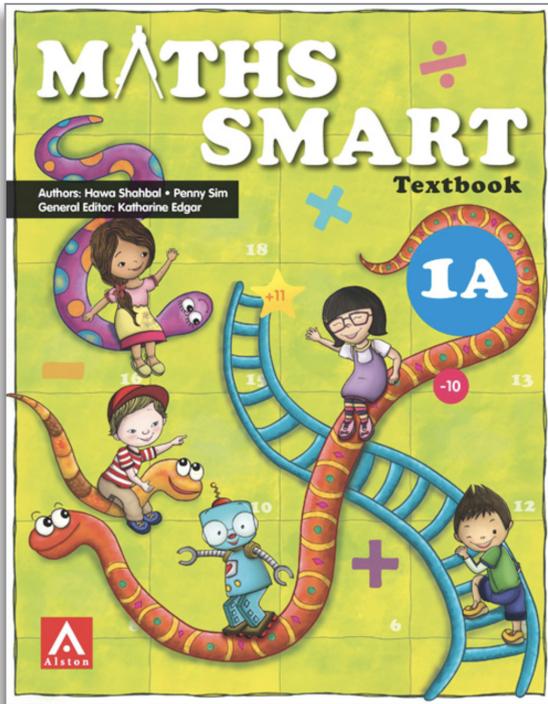


Workbook



Teacher's Guide

- ▶ Emphasises inquiry-based learning, where pupils observe, question, investigate, and draw conclusions.
- ▶ Develops science process skills such as observing, comparing, classifying, predicting, and inferring.
- ▶ Encourages hands-on and minds-on activities to deepen understanding of scientific concepts.
- ▶ Connects Science learning to real-world contexts, making learning meaningful and relevant.



## Maths Smart

Authors: Hawa Shahbal and Penny Sim (Stage 1-3), Evelyn Tan and Neo Seow Ling (Stage 4-6)  
Level: Primary

Maths Smart is a comprehensive Mathematics series aligned with the latest Cambridge Primary Mathematics curriculum framework, supporting progression to higher Cambridge qualifications, including IGCSE.

The series adopts the well-established Singapore Mathematics approach, and is written and reviewed by experienced Mathematics educators from Singapore and the UK.

Through clear language, engaging visuals, and real-world contexts, Maths Smart develops strong conceptual understanding, problem-solving skills, and essential 21st-century competencies, while building confidence for Cambridge Primary and other international assessments.

### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Enrichment Worksheet



Answer Key



Reinforcement Worksheet



Topical Worksheet



Maths Manipulative List



Weblinks



Flashcards



Project Work



STEM Activities

### Components



Student Book

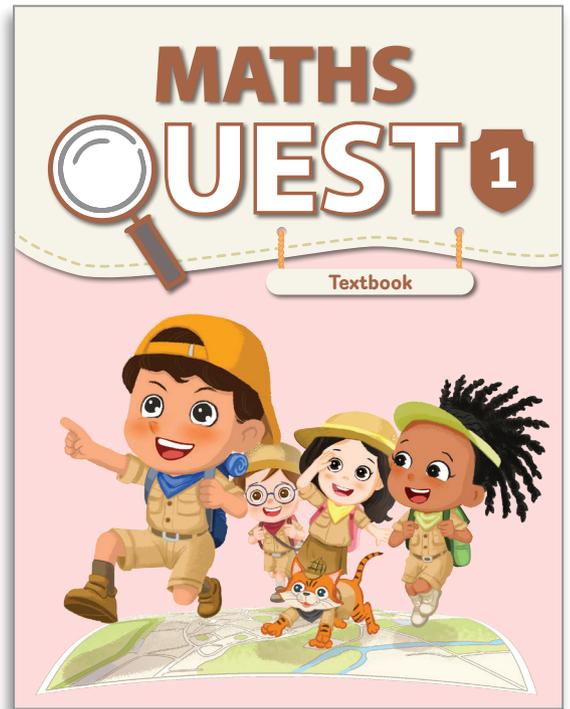
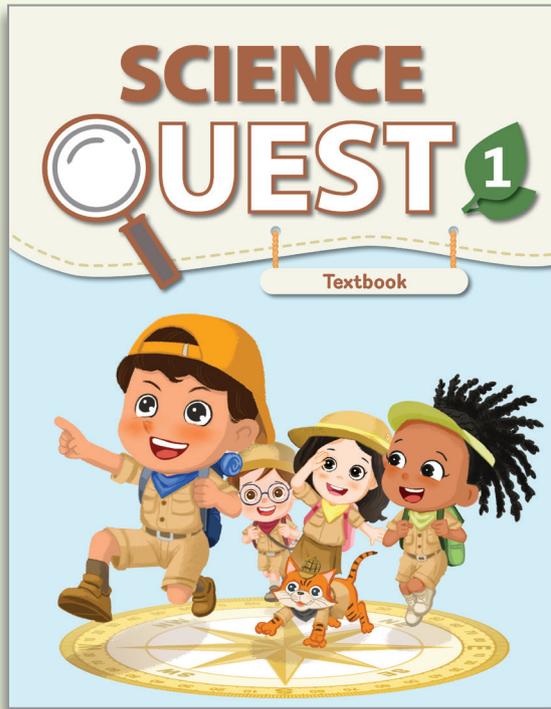


Workbook



Teacher's Guide

- ▶ Spiral progression of topics, introducing fewer concepts at each level and building depth gradually over time.
- ▶ Concrete–Pictorial–Abstract (CPA) approach, developing conceptual understanding through manipulatives and visual models before abstract symbols.
- ▶ Strong emphasis on visual representations, such as number bonds and model drawing, to support clear mathematical thinking.
- ▶ Development of key skills, including problem-solving, critical thinking, communication, and ICT literacy
- ▶ Ample reinforcement and practice at key stages to ensure mastery and build exam confidence.



## Science QUEST

## Maths QUEST

Authors (Science): Ashley Ng, Tan Xin Hui and Celina Tay  
 Authors (Maths): Melanie Lim, Chan Jue Hui and Coco Lim  
 Level: Primary

**Thailand's Basic Education Curriculum B.E. 2560 meets Singapore's Science and Maths approach!**

Science Quest and Maths Quest combine problem-based learning with structured instructional approaches to build deep understanding and essential competencies.

Aligned with Thailand's curriculum and strengthened by Singapore's pedagogy, the series equips learners to apply knowledge meaningfully in real-world contexts and assessments. Checkpoint and other international assessments.

### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Lesson Videos



Answer Key



STEM Activities



Topical Worksheet



Manipulative List



Weblinks



Flashcards

### Components



Student Book



Workbook

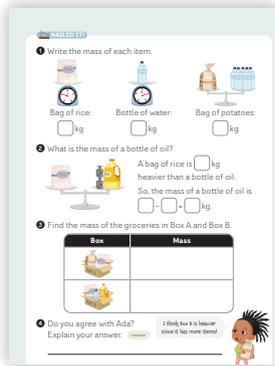


Teacher's Guide

## Problem-based Learning

### Chapter Opener

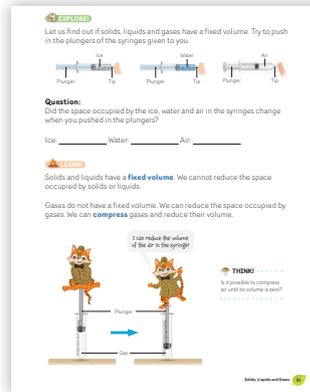
### Nailed It!



Every chapter starts with a real world scenario that highlights the relevance of science and mathematics and at the end of the chapter, learners apply their learning to solve the problems in the PBL Opener.

Learners investigate and EXPLORE concepts

- using concrete manipulatives or
  - through collaborative learning
- before they LEARN the concepts formally, building deeper conceptual understanding.



## 6 Core Competencies

### Teamwork

Learners learn to collaborate respectfully with others and work towards shared goals.



### Communication

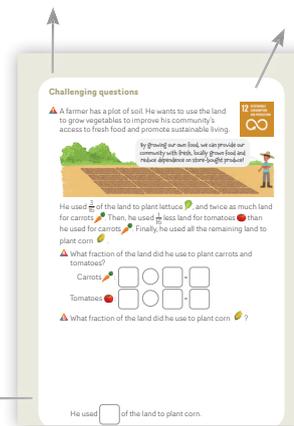
Learners develop the ability to express ideas clearly through speaking, writing and visual representations.

### Active Citizenship

Learners grow to become responsible, respectful, and active members of their communities, contributing positively to society.

### Higher-order thinking

Learners develop the ability to think critically, and apply knowledge across different contexts.

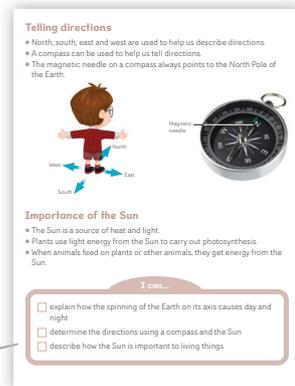


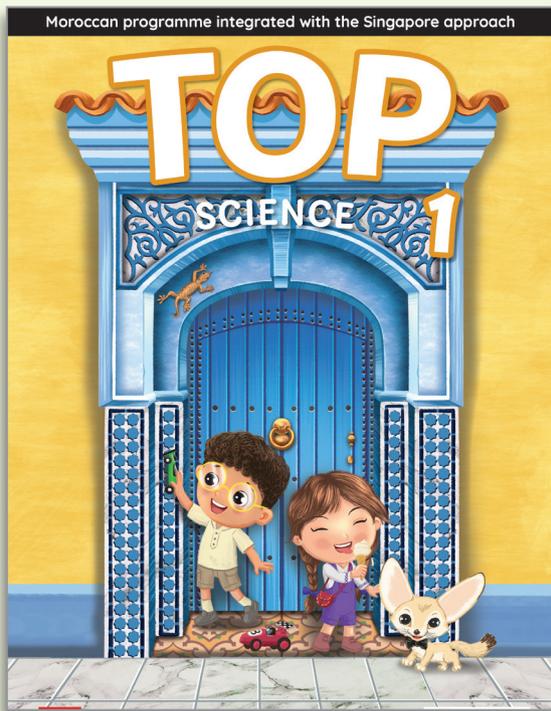
### Self-management

Learners develop self discipline and responsibility by setting clear goals and reflecting on their learning.

### Living sustainably with nature

Learners develop a deep respect for the natural world





## TOP Sciences

Authors: Ashley Ng, Tan Xin Hui  
Level: Primary

### Moroccan programme integrated with the Singapore Approach to Science!

Designed by experienced Singapore educators to comprehensively cover the Morocco Primary Science national curriculum, Top Science integrates the Singapore approach and features investigative activities, detailed explanations and a sharp focus on process skills.

Learners will enhance their critical thinking skills and content mastery through inquiry questions and checkpoint assessments that track their progress.

#### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Enrichment Worksheet



Answer Key



Reinforcement Worksheet



Topical Worksheet



Science Manipulative List



Weblinks



Flashcards



Project Work



STEM Activities

#### Components



Student Book



Workbook



Teacher's Guide

- ▶ Integrates Singapore Teaching Practice (STP) and the BSCS 5E pedagogical model, fully aligned with Morocco's National Primary Science Curriculum.
- ▶ Applies inquiry-based learning across all lessons, with each unit beginning with guiding questions that spark curiosity and engagement.
- ▶ Provides well-structured learning content supported by targeted practice questions to help learners achieve content mastery.
- ▶ Includes a detailed, progressive teacher's guide that clearly shows how STP and BSCS 5E can be easily implemented in the classroom.

Lesson Enactment

**UNIT 2 Matter and Physical Changes**

**The Big Ideas**

- Explain the properties of matter using the particle theory.
- Describe the changes of states of matter as physical changes.
- Describe factors affecting the amount of solute dissolved in a given amount of solvent.
- Describe factors affecting the time taken for a solute to dissolve.
- Compare and classify materials based on their physical properties.

Real-life scenarios for teachers to engage learners in discussions.

**Questions:**

- Can you and your classmates move closer to one another in Area B?
- Can you change the shape of your group to fit the shape of Area B?

Particles in a solid are packed very closely together. There are almost no gaps between them.

There is no space for the particles to move closer to one another. Hence, solids cannot be compressed. They have a definite volume.

I cannot squeeze this piece of wood to fit a hole smaller.

Particles in a solid vibrate in their fixed positions. They cannot move much. Therefore, solids cannot flow and have a definite shape.

The particles do not flow and like the shape of the container. They are not like the molecules and keep their shape.

Let us use the particle model to help us understand the properties of solids.

**Steps:**

- In groups of six, act as particles in a solid. Line up in regular rows and stand very close to one another in Area A.
- Link your arms with the classmates next to you. Shake from side to side.

What are the properties of solids?

Colourful diagrams and visual aids to help teachers explain abstract concepts.

Clear and well-scaffolded instructions to help learners explore.

Assessment and Feedback

**UNIT 2 Review worksheet**

**PROCESS SKILLS** Observing, Analysing, Inferring, Predicting

Alia fills an empty syringe with 25 cm<sup>3</sup> of air and 25 cm<sup>3</sup> of water. Jad pushes the plunger.

**Questions:**

- Predict the total volume of the matter in the syringe after Jad pushes the plunger.
- Use the particle theory of matter to explain your answer in Q1.

**Particle theory of matter**

Solid	Liquid	Gas
<ul style="list-style-type: none"> <li>Has a definite shape because the particles are packed closely together.</li> <li>Cannot be compressed as there is no space for particles to move closer to one another.</li> <li>Has a definite volume because the particles are packed closely together.</li> </ul>	<ul style="list-style-type: none"> <li>Can flow and has an indefinite shape because the particles can move past one another.</li> <li>Has a definite volume because the particles are packed closely together.</li> </ul>	<ul style="list-style-type: none"> <li>Can flow and has an indefinite shape because the particles can move quickly in all directions to fill up a container.</li> <li>The particles are very far apart from one another. There are lots of spaces between the particles. Thus gas has an indefinite volume and can be compressed.</li> </ul>

**Process Skills**

- A change in a physical change when no new materials are formed.
- Changes of states of water and dissolving are physical processes.

**Dissolving**

- Solute particles are separated from the solid particles.
- Solute breaks up and the solute particles get mixed in between the solvent particles.

**Changes of states of matter**

Worksheets and exam-style papers support teachers in evaluating conceptual understanding, knowledge retention, and mastery of skills.

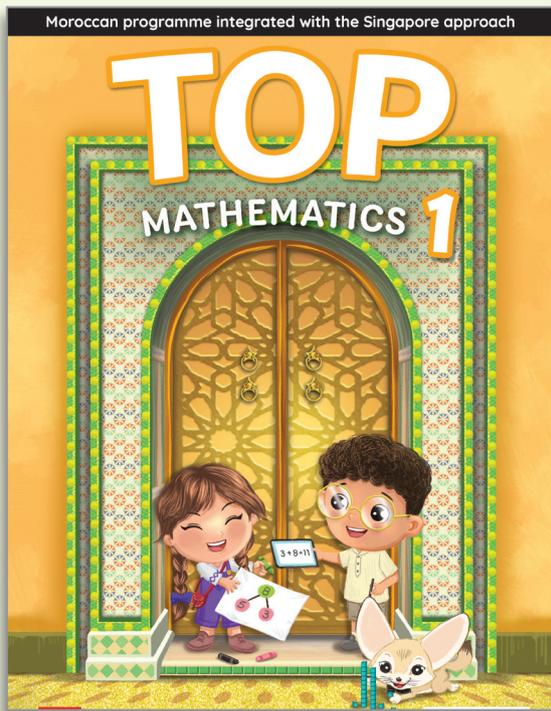
**GRADE 4 End-of-Year Exam Paper**

Nora is not well. She has a fever, a cough and her throat is sore. She complains that she is tired.

**Questions:**

- What can Nora do to find out if she has a COVID-19 infection? [1]
- What will the results be if Nora is infected with the virus? [1]
- What should Nora do to prevent the transmission of the virus through the air? Explain your answer. [2]

Diagnostic tests help identify learners' prior knowledge and highlight potential gaps in understanding.



## TOP Mathématiques

Authors: Sam Kee, Desiree Lee  
Level: Primary

### Moroccan programme integrated with the Singapore Approach to Maths!

Designed by experienced Singapore educators to comprehensively cover the Morocco Primary Maths national curriculum, Top Maths integrates the Singapore approach and features investigative activities, detailed explanations and a sharp focus on process skills.

Learners will enhance their critical thinking skills and content mastery through CPA and checkpoint assessments that track their progress.

#### Free Resource(s)



Alston Digital



Teacher's Guide



Test papers



Enrichment Worksheet



Answer Key



Reinforcement Worksheet



Topical Worksheet



Maths Manipulative List



Weblinks



Flashcards



Project Work



STEM Activities

#### Components



Student Book



Workbook



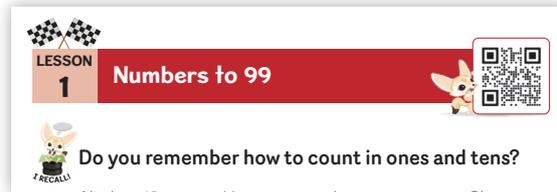
Teacher's Guide

- ▶ Structured integration of Singapore's proven pedagogies, including the Concrete–Pictorial–Abstract (CPA) approach, aligned with Morocco's National Primary Mathematics Curriculum.
- ▶ A rich collection of textbooks, workbooks, and examination papers providing ample practice to support concept mastery.
- ▶ Step-by-step lesson plans featuring varied instructional models, differentiation strategies, and ready-to-use printable handouts.
- ▶ Carefully designed practice and assessments help teachers monitor progress, reinforce understanding, and build learners' confidence.

Readiness



Real-life scenarios for teachers to engage learners in discussions.



Introductory videos at the start of each lesson give learners a preview of the concepts covered.

Engagement

**Concrete** manipulatives build hands-on understanding.

**Pictorial** models help learners visualise concepts.

**Abstract** symbols represent mathematical thinking and problem solving.

**Polya's Problem-Solving Heuristics:**

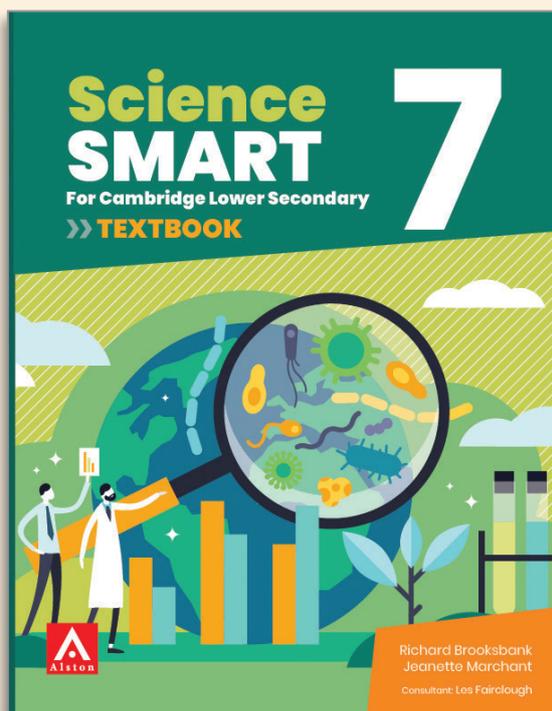
1. **Understand:** identify keywords and what needs to be solved
2. **Plan:** choose the most suitable strategy
3. **Do:** apply the strategy step by step
4. **Look Back:** check the answer and consider improvements

Mastery

A vibrant, illustrated spread that wraps up a unit with visual stories & embedded word problems that allow students to apply their learning



**STEM** activities that challenges learners to extend their learning & apply their critical thinking skills to solve real life application problems or design and create a usable end product.



## Science SMART

Authors: Jeanette Marchant, Richard Brooksbank, Les Fairclough (Stage 7), Yap Wei Chong (Stage 8), Siew Yee Kit (Stage 9)  
Level: Secondary

### **Engaging learners using Active Learning and Enquiry-based Learning!**

*Science SMART* is a three-level science series which taps into learners' curiosity to explore scientific concepts through inquiry-based investigative activities. The series is specially designed to ensure effective scaffolding is present for the learners. The inquiry-based investigative activities have different difficulty levels. The explanation of the scientific concepts is arranged in an easy-to-understand manner using annotated diagrams and graphic organisers for learners to understand the difficult concepts easily. The series aims to help learners to be competent in conceptual understanding and scientific skills.

### Free Resource(s)



Alston  
Digital



Teacher's  
Guide



Answer Key

### Components



Student Book



Workbook



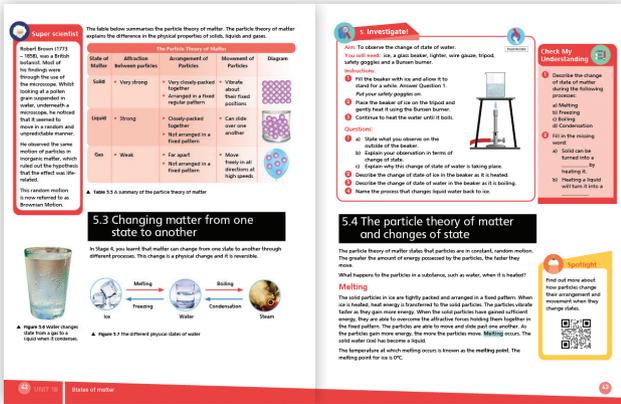
Teacher's  
Guide

- ▶ Uses BSCS 5E model for Enquiry-based Learning to structure the lessons – Engage, Explore, Explain, Elaborate and Evaluate.
- ▶ Each chapter is designed to lead learners into scientific concepts using investigations. Different difficulty levels of investigative activities – structured inquiry, guided inquiry and open inquiry.
- ▶ Challenging group discussions and collaborative activities are provided for learners to assess and modify their understanding of scientific concepts. These activities also help to hone learners' 21st century competencies skills.
- ▶ Varied levels of questions in the – knowledge recall, comprehension of knowledge, application of knowledge learnt and data analysis.

Science SMART Textbook Stage 7

Each unit starts with an unit opener to introduce the overview of the scientific concepts and discussion points to assess the learners' prior knowledge. Learning objectives are provided to let learners know the clear goals for the unit.

Annotated diagram to aid in the explanation of scientific concepts.

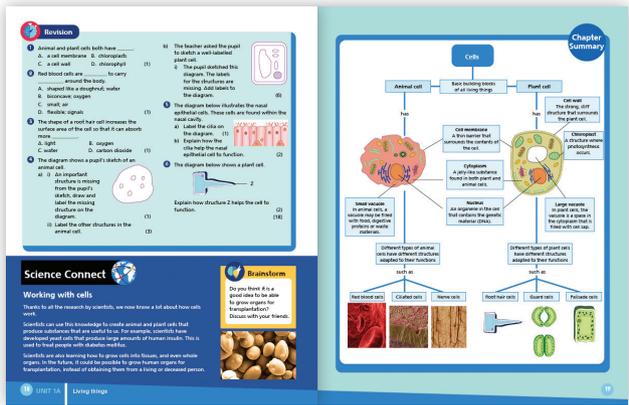


Investigation with setup and procedures provided to guide the learners through the investigation and reach a conclusion.

Chapter summary shows the overview of the scientific concepts learnt in the chapter.

Revision questions to consolidate learning objections taught in the chapter.

Applying newly acquired knowledge using Science Connect and Brainstorm features.



ISBN



978-981-4370-03-5



978-981-4370-73-8



978-981-4370-71-4



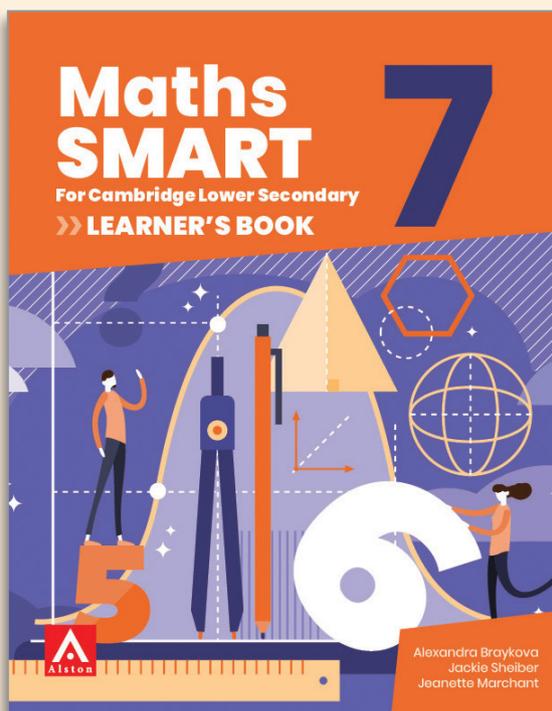
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978-981-4370-72-1



978-981-4370-72-1



## Maths SMART

Authors: Jackie Sheiber, Jeanette Marchant, Alexandra Braykova (Stage 7), Sam Kee (Stage 8-9)  
Level: Secondary

### **Master mathematical concepts through an investigative hands-on activities!**

*Maths SMART* is a three-level maths series designed to help learners build mathematical understanding through investigations of mathematical concepts. In the series, the learners are guided through scaffolding investigative activities before learning the concepts. This allows the learners to explore mathematical concepts and form their understanding through a constructivist approach. The series aims to inspire independent and responsible 21st century competent learners.

### Free Resource(s)

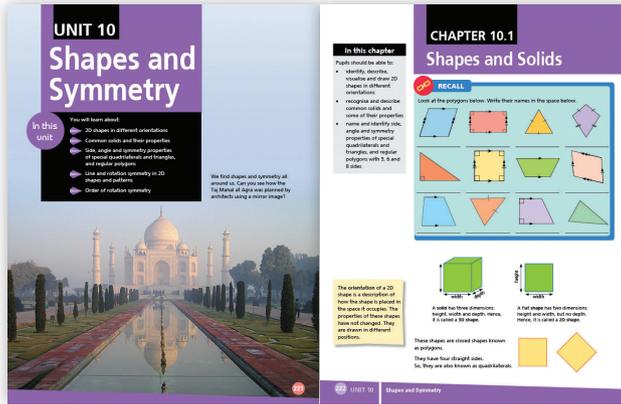


### Components



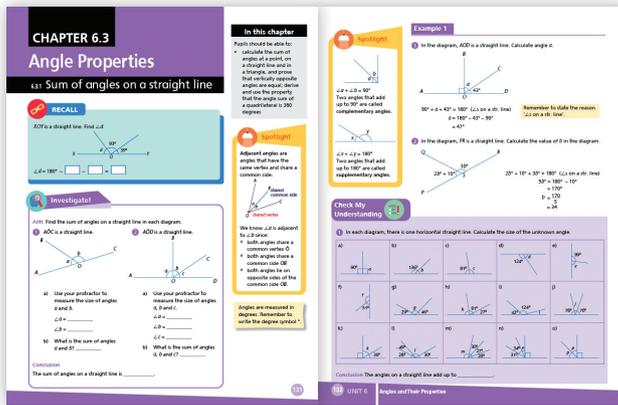
- ▶ Uses enquiry-based and dialectic approaches to foster literacy and conceptual understanding in mathematics.
- ▶ Each chapter starts with engagements features, such as chapter openers and recalling prior knowledge, to trigger the interest of the learners.
- ▶ Various active learning activities to explore concepts and hone 21<sup>st</sup> century skills.
- ▶ Successive levels of support are provided for learners through worked examples and inquiry questions.
- ▶ Varied types of assessment methods, such as practice questions and application questions.

Each unit opener uses real-world examples to trigger discussion and make learning more authentic.



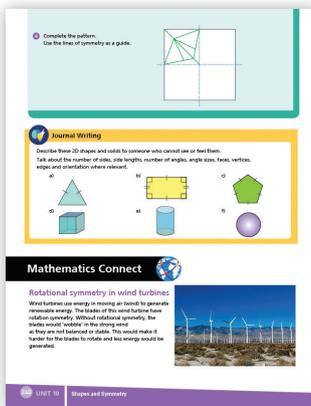
Recall relevant prior knowledge.

Investigation activities to develop knowledge and skills through problem solving, observations and logical thinking.

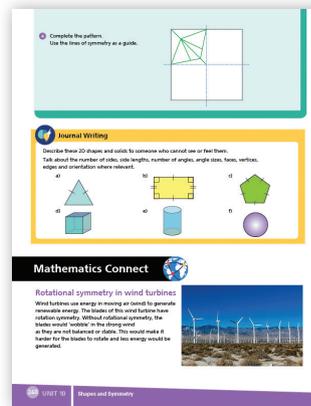


Step-by-step annotated notes to explain mathematical concepts.

Questions to help learners master the basic concepts.

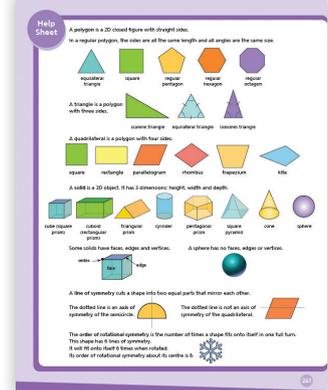


Alternative assessment method to dispel misconceptions through the reasoning of concepts.

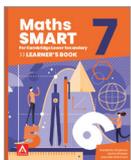


Consolidation of concepts learnt through varied difficulty questions.

Key points of the chapter is summarised to provide learner with quick revision notes.



ISBN



978-981-3180-91-8



978-981-3180-92-5



978-981-3180-93-2

# Resource List (Science and Maths)

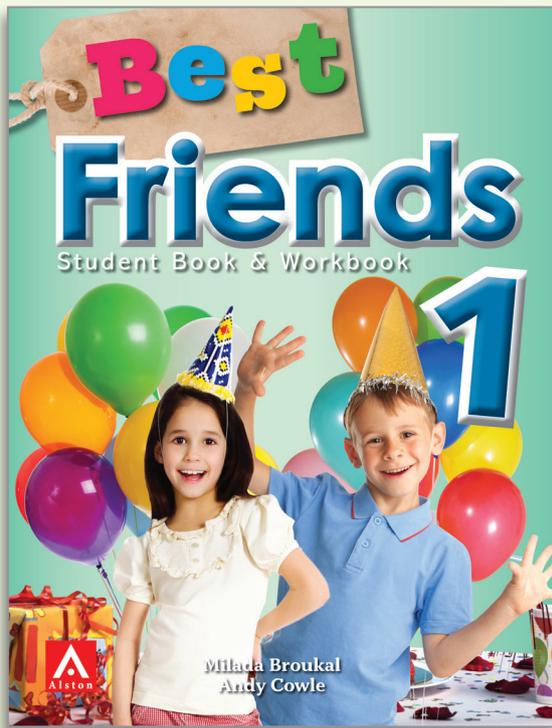
	Alston Digital	Teacher's Guide	Answer Key	Flashcards	Project Work
Happy Science					
Active Science					
Science SMART					
Science QUEST					
TOP Sciences					
Science SMART					
Little Thinkers					
Happy Maths					
Active Maths					
Maths SMART					
Maths QUEST					
TOP Mathématiques					
Maths SMART					

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## Best Friends

Author: Milada Broukal and Andy Cowle  
CEFR: A1-A2

### **Read classic literature as you are learning the skills of the English language!**

*Best Friends* is a six-level ELT series which provides learners a comprehensive reading experience. Through the use of interesting classic literature, learners are provided with before reading, during reading and after readings questions to provide support to help them read fluently. The practices provide step-by-step guidance as they practise the key language skills.

#### Free Resource(s)



Alston Digital



Teacher's Guide



Poster



Phonetic Worksheet



Skills Development Worksheet



Interactive Reader

#### Components



Student Book



Workbook



Teacher's Guide

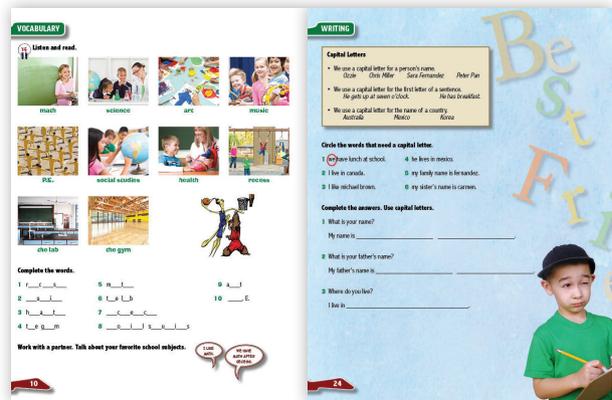
- ▶ Uses an innovative mix of activities – stories, factual content, cartoons, role-playing, classic literature, projects etc. to engage the learners as they acquire a new language.
- ▶ CLIL content in each unit to introduce learners to wider subjects and cultural contexts when they learn how to use the language.
- ▶ Picture Dictionary (Level 1 - 2) and Illustrated Glossary (Level 3 - 6) for the key vocabulary words are provided to support learners in vocabulary building.
- ▶ Using the digital elements provided, teachers are able to provide enhancing and meaningful lessons for the learners.

Best Friends Book 3

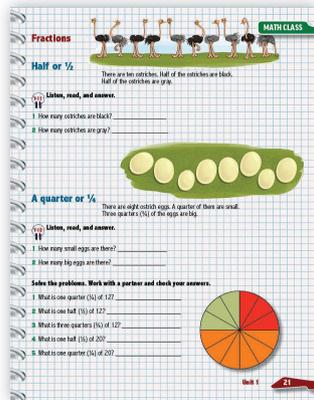


Varied guided practices to hone the four key skills – listening, speaking, reading and writing.

Each chapter starts with a short cartoon for learners to practise listening, reading and speaking.



CLIL provides the opportunities for learners to apply what they have learnt in a real-world situation.



Adapted classic literature with scaffolding questions to help learners understand the text.



ISBN



978-981-4370-07-3



978-981-4370-08-0



978-981-4370-07-3



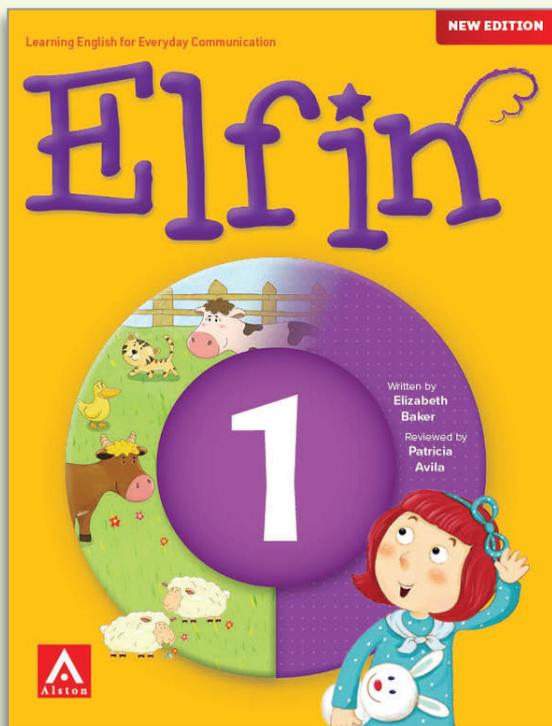
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978-981-4370-09-7



978-981-4370-10-3



# Elfin

Author / Reviewer: Elizabeth Barker / Patricia Avila  
CEFR: A1-A2

### Learning language skills through highly integrated and communicative lessons!

*Elfin* is a six-level ELT skills series for learners to develop essential skills in English. Different instructional strategies are provided to ensure the learners engage with meaningful text to develop listening, speaking, writing, reading skills. This series can help learners to become all-rounder English language learner through ample practices for the four key skills.



### Free Resource(s)



### Components



- ▶ Uses an integrative skills approach in each unit to develop the four key essential skills for learning of language.
- ▶ Book 1 – 2 focuses on “Learning English for everyday communication!”. The books use theme-based instruction to lay a strong foundation for the four key skills.
- ▶ Book 3 – 4 focuses on “Learning English for a World of Fun”. The books use theme-based instruction to motivate and engage learners through a wide range of interesting topics and activities.
- ▶ Book 5 - 6 focuses on “Learning English for Academic Subjects”. The books use content-based instructions such as CLIL approach to introduce academic subjects to the learners. Through CLIL, learners can sharpen their reading comprehension, general academic skills and critical thinking skills.

Expand vocabulary and develop listening skills.

Reading text followed by a comprehension activity to support the learners in their understanding of the text.

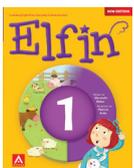
Act out realistic scenarios and practise speaking English.

Apply what they have learnt through problem-solving games.

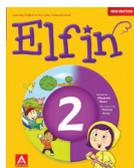
Develop learners' writing skills and confidence through writing models.

Review section includes consolidation practices for the four key essential skills.

ISBN



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978-981-3183-32-2



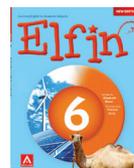
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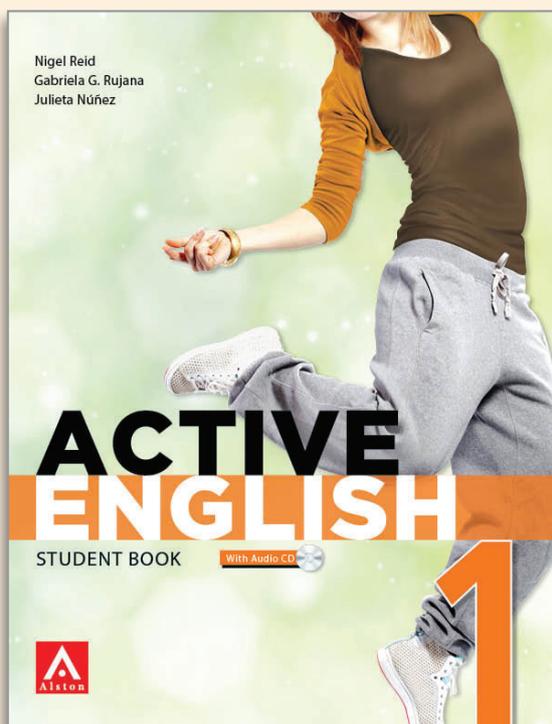
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978-981-3183-35-3



978-981-3183-36-0



## Active English

Authors: Nigel Reid, Gabriela G. Rujana, Julieta Núñez, Elizabeth Baker  
CEFR: A1- B1

### **Learn English actively through a variety of learner-centred activities!**

*Active English* is a five-level ELT series for learners to develop the learners' listening, speaking, reading and writing competencies. There is clear sequencing and structured arrangement of the activities within each unit. This allows the learners to practise all the essential skills in each unit. Differentiated learning materials are provided to help learners of all levels to acquire the language.

### **CLIL Scope:**

- Book 1: Who I am, Where I live, What I Do
- Book 2: Our experiences, Our past
- Book 3: Life project, Contributions to the world
- Book 4: Resources, Knowledge and Society
- Book 5: Social Field, Economic Field, Technical Field, Scientific Field

### Free Resource(s)



Alston  
Digital



Teacher's  
Guide



Audio Script



Teacher's Tips



Flashcards



Enrichment  
Worksheets



Practice  
Worksheets

### Components



Student Book



Teacher's  
Guide

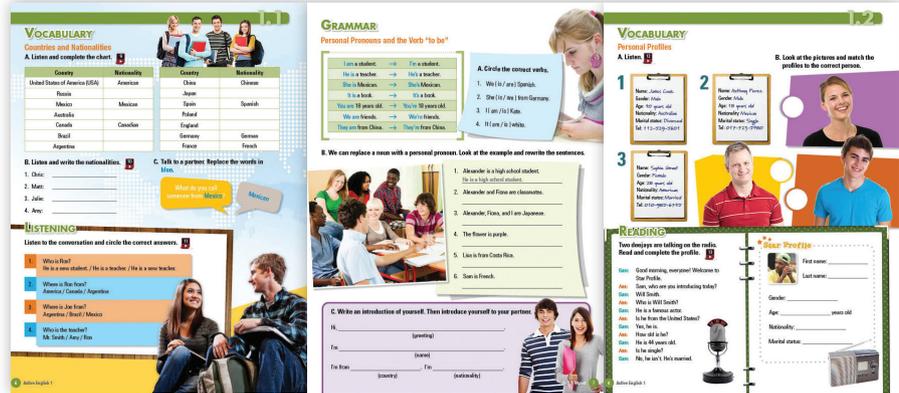
- ▶ Activate the learners' prior knowledge and review language skills and key conversational expressions before introducing new content.
- ▶ CLIL content in each unit to introduce learners to wider subjects and international cultural contexts as they learn how to use the language.
- ▶ Activities and assignments are based on real-world situations to ensure the authenticity of learning.
- ▶ Each unit provides various study tips to broaden learners' understanding and promote independent learning.

Active English 1



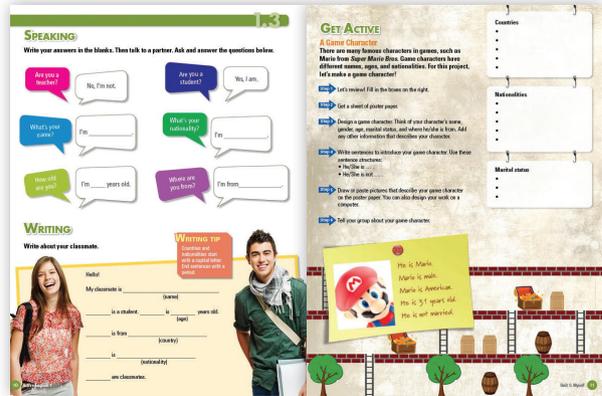
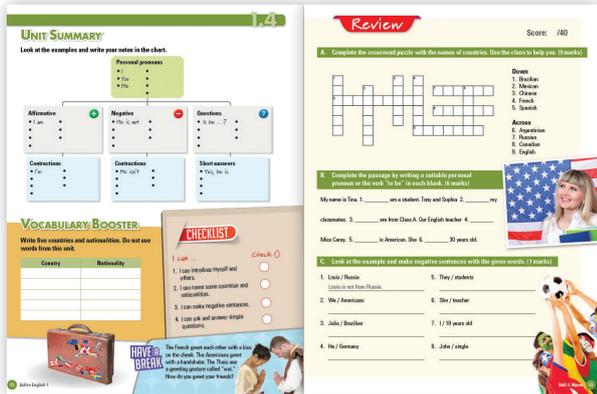
Variety of individual and collaborative activities to develop learners' listening, speaking, reading and writing skills.

Introduce learners to the CLIL topic for the unit.



Consolidation of learning through a graphic organiser, vocabulary exercise and review practice.

Speaking practices help learners to communicate with confidence.



Guided writing practices to build good writing foundation.

Learner-centred individual or group assignments for communicative and task-based learning.

ISBN



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978-981-4370-30-1



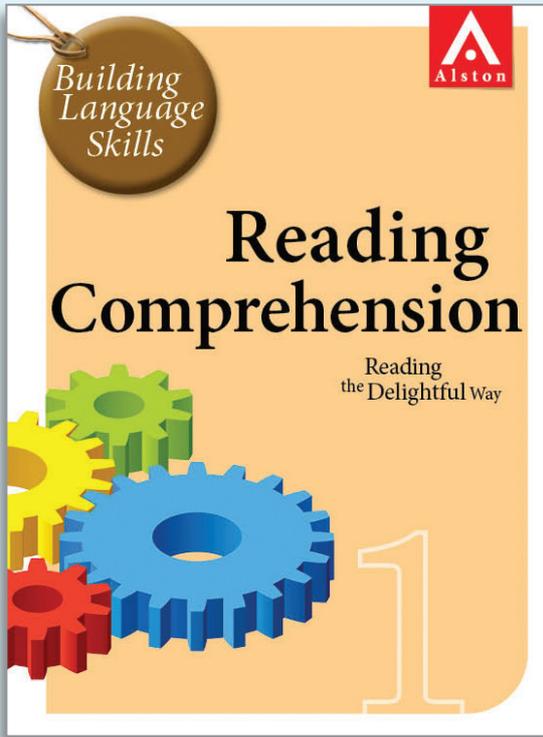
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978-981-4370-34-9



978-981-4370-69-1



## Free Resource(s)



Answer Key



Alston Digital

## Components



Student Book

## Building Language Skills: Reading Comprehension

CEFR: A1

### **Begin your fun and enriching reading journey with Reading Comprehension!**

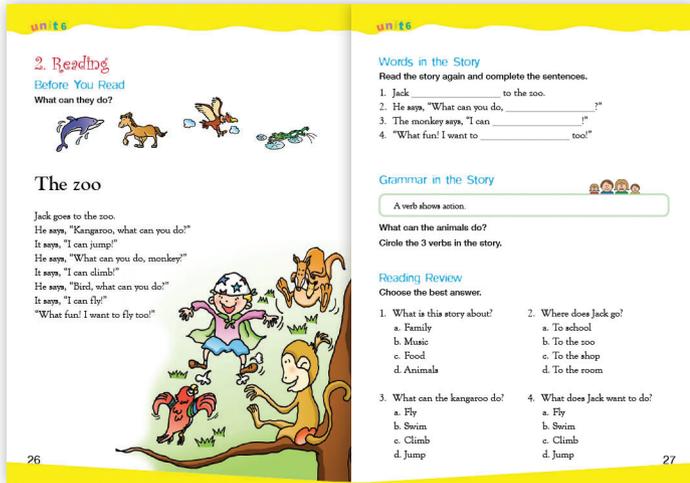
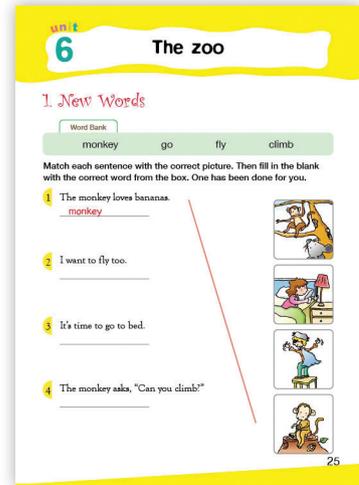
*Reading Comprehension* is a six-level reading skills series designed to help learners develop their vocabulary and comprehension skills in a fun way. Each unit introduces a reading topic to the learners to prepare the learners to understand the text in a progressive manner.



- ▶ Each unit is segmented into three sections – “New words”, “Reading” and “Word game”.
- ▶ “New words” introduces the learners to new vocabulary for the story or poem in the unit. It also has a pre-reading activity to help learners understand the meaning of the words.
- ▶ “Reading” consists of the story or the poem and also practice exercises which hone vocabulary, grammar and comprehension skills.
- ▶ “Word game” wraps up the learning in the unit with a fun and engaging game. Each unit has a different word game to challenge the learner.

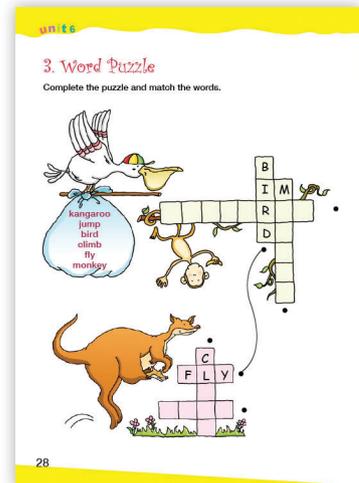
Target vocabulary for the unit is introduced at the beginning of each chapter..

Interesting reading text to engage the learners. The word count and topic suits the age of the learner.



Varied practice exercises for vocabulary, grammar and comprehension helps to sharpen the learners' abilities.

Creative and fun word games to consolidate the words and skills learnt in the unit.



ISBN



9789814370363



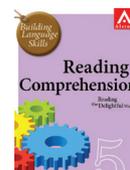
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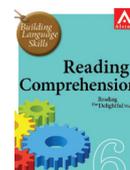
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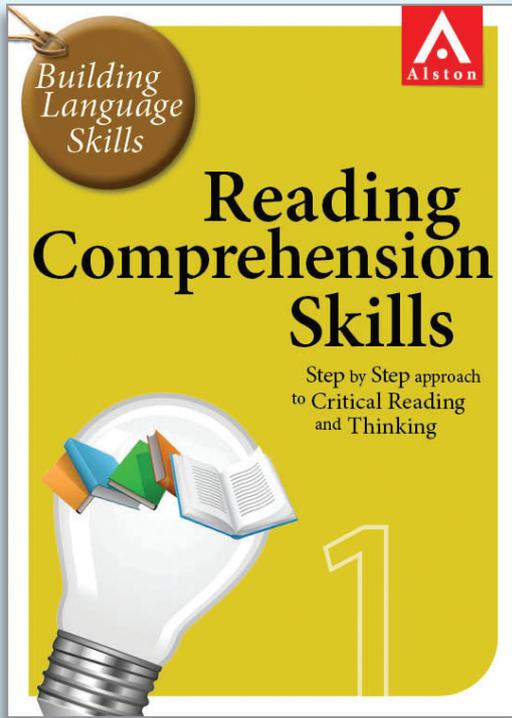
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## Building Language Skills: Reading Comprehension Skills

CEFR: A2

### **Develop reading skills using a four-step approach!**

*Reading Comprehension Skills* is a three-level series designed to help young learners to develop reading and critical thinking skills. Each chapter has a reading passage that is divided into four parts for progressive development. Reinforcement practices are provided in each part to build up vocabulary and improve grammar skills. There is also structured guidance to help learners of varied abilities to understand the text better.

### Free Resource(s)



### Components



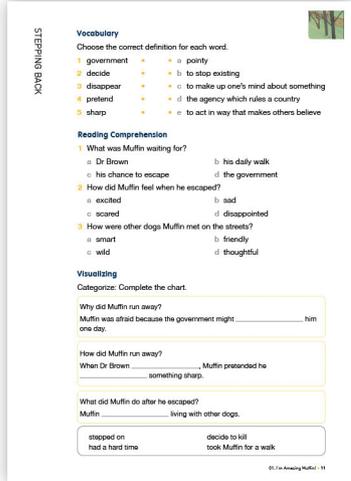
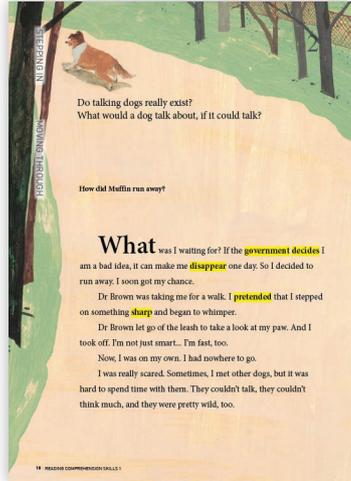
- ▶ Adopts a four-step approach to scaffold the reading process – Stepping in, Moving Through, Stepping Back and Stepping Out.
- ▶ Develops different types of reading comprehension skills, such as categorising, comparing and contrasting understanding cause and effect, and summarising.
- ▶ Provides a good balance of fiction and non-fiction text types in each book to expose learners to different text types and topics.
- ▶ Review worksheets to build up vocabulary and key sentence structure are provided at the end of each chapter.

Reading Comprehension Skills 1

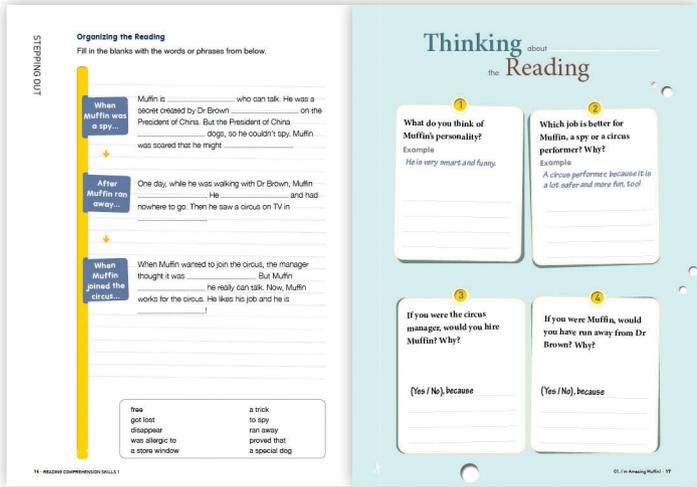
"Stepping in" has a pre-reading question to engage for the topic.

"Moving through" provides a key question to guide learners in understanding the text

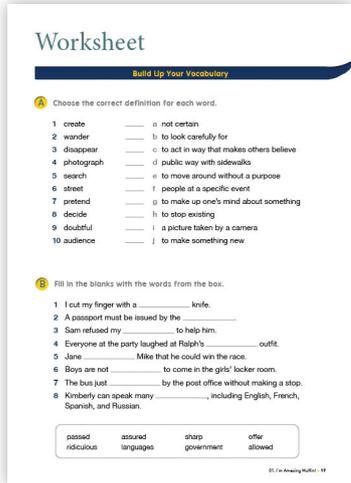
"Stepping out" includes post-reading activities to develop critical thinking skills and challenge the learners to express their opinions.



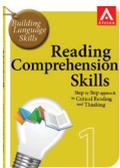
"Stepping back" provides practices for learners to develop their language ability and develop specific reading skills.



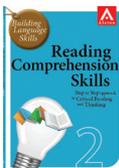
Review worksheets to sharpen the learners' vocabulary and key sentences learnt.



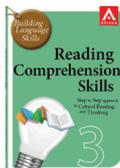
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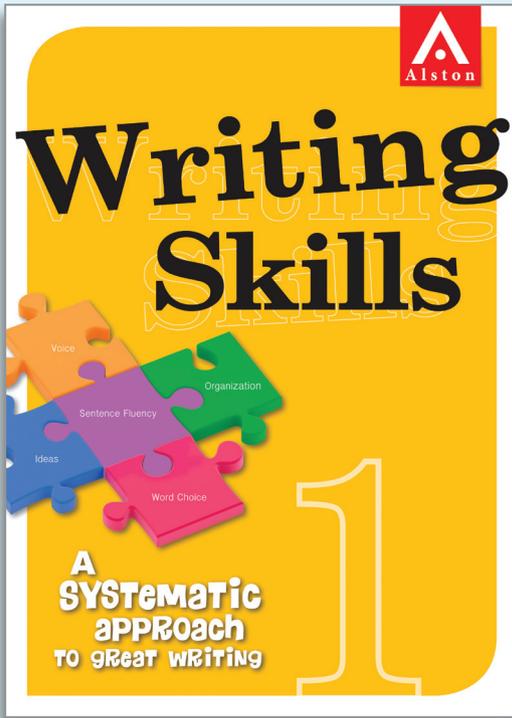
978-981-4370-42-4



978-981-4370-43-1



978-981-4370-44-8



Free Resource(s)



Components



# Writing Skills

CEFR: A1-A2

**Develop good writing skills through a systematic approach!**

Writing skills is a three-level science series for learners to develop good writing skills systematically. The series aims to gradually build up writing skills using structured and targeted practices. The writing process is simplified using guiding exercises that focus on different target traits of effective writing.

**Contents in each level:**

Part I: Learning to Write

- Ideas
- Word choice
- Sentence fluency
- Organisation
- Voice

Part II: Writing on your own

- Expository
- Personal narrative
- Persuasive writing
- Literature

- ▶ Each book is divided into two sections - "Learning to Write" and "Writing on your own".
- ▶ "Learning to Write" focuses on the traits of writing to guide learners to become more confident writers. Detailed explanations and examples are used in each unit to scaffold the steps for each trait.
- ▶ "Writing on your own" focuses on different text types to expose learners to features of different genres. Guided writing steps are provided to aid learners in developing their writing frame.



Scaffolded activities to develop learners' understanding towards the writing traits.

**Unit 1 IDEAS**

**A COMING UP WITH A TOPIC**

These are everywhere! The activities you do, the people you know, the places you go... all these can give you ideas for writing. If you are given a broad topic, first think of as many ideas as you can about it. Then choose the issue that you would like to write about. Your writing will be more interesting with those ideas.

**EXAMPLE**

Do you want to write about animals? Let's think of some ideas.

Animals: Horses, birds, cats, dogs, snakes, fish, insects, reptiles, amphibians, mammals, birds, insects, reptiles, amphibians, mammals.

**YOUR TURN**

Think of places you know. Write down the first three ideas you have.

PLACES: \_\_\_\_\_

**EXERCISE**

1. Look at the picture below and answer the questions using your own ideas.

a. List some things you see in the picture.

b. What are the people doing?

2. Here are some ideas about summer. List your favourite ideas.

Sunshine, Hot, Blue, Swimming, Laugh, Vacation, Any, Airplane, Ice cream, Beach, Cool, Family.

3. What ideas come to your mind when you look at these topics? Write them down.

Food, Fun, People

**WRITING**

1. Look at the example below:

Match nouns to verbs to make sentences. Use the words in the box to complete the sentences.

I like to watch movies, sleep late, feed the cat, cook with Mom and get out to dinner. Among these things, I like to sleep late the most.

2. What are your favourite toys? First, fill in as many ideas as you can. Then write about them in the sentences below.

I like \_\_\_\_\_

Among these toys, I like \_\_\_\_\_ the most.

**Unit 4 ORGANISATION**

**A MAIN IDEAS AND DETAILS**

The main idea keeps you focused. It tells your readers what you are writing about. Your details tell your readers more about the main idea. To come up with a main idea, ask yourself, "What do I want to write about?"

**EXAMPLE**

Main idea: \_\_\_\_\_ Details: 2, 3, 4, 5

1. There are four stages in the life cycle of a butterfly.

2. The first stage is the egg.

3. The second stage is the caterpillar.

4. The next stage is the pupa.

5. The last stage is the beautiful adult butterfly.

**YOUR TURN**

Main idea: \_\_\_\_\_ Details: \_\_\_\_\_

1. Joey likes to help his dad every week with the lawn.

2. He picks up sticks in his yard.

3. Joey also takes the grass into piles.

4. Sometimes he gets to push the mower by himself.

5. This is Joey's favourite part!

**B WRITING CONCLUSIONS**

A conclusion is the last part of your writing. It brings your topic to a close for your readers. Here are two ways to write a conclusion:

- State your main idea in different words.
- Ask a question about the main idea.

**EXAMPLE**

Here are two paragraphs which use the same except for the different endings.

My first space flight was a disaster. I spilled juice on my space suit. My luggage got lost. I forgot to bring the map to Mars. We even landed on the wrong planet! Everything went wrong on that trip.

**YOUR TURN**

Circle the best conclusion for this paragraph.

My friend gave me a gigantic puzzle for my birthday. It took all day to put it together. Just as I finished, my puppy burst into the room. The puzzle pieces flew in every direction.

It was my eighth birthday present. The puzzle had 1,000 pieces! Oh, why did I leave the door open?!

**C ORGANISING YOUR WRITING**

Your writing should have:

- Main idea: To tell readers what your topic is
- Details: To give more information about your topic
- Conclusion: To give an ending to your topic

In other words, your sentences should be in the order: Beginning Middle End

**EXAMPLE**

Main idea: \_\_\_\_\_ Details: 2, 3, 4, 5

1. Each person looks like normal. Each one has a different pattern of black and white stripes. The zebra is unique.

**YOUR TURN**

The first sentence is the main idea. Underline the conclusion and circle the details.

Zebra has special groups. They live together in large herds. They also have smaller family groups one male, several females and the young. Zebras always know which group they belong to.

Progressive activities to simplify the writing process within the same unit help to build the writing capacity of learners.

**LITERATURE**

**A WRITING A SUMMARY**

Have you ever told a friend about a book? You probably did not tell him every detail. You just included the most important parts. This is called a summary. Here are what you should include when you write a summary:

- Title
- Characters (people in the story)
- Setting (where and when it happens)
- Plot (main events)

**WARM UP**

Match each summary part to the correct one.

a. Title • At sea, in a terrible storm

b. Characters • Jerry and Bob

c. Setting • Jerry and Bob go for a ride in their parents' boat. They are lost at sea because of a terrible storm.

d. Plot • A fishing boat finally saves them.

e. Plot • "A storm at sea!"

**EXAMPLE**

In the story, "A storm at sea", Jerry and Bob go for a ride in their parents' boat. A terrible storm comes and they are lost at sea for two days. A fishing boat finally finds them and brings them to safety.

1. Read the story and fill in the information in the blanks.

The big balloon \_\_\_\_\_

One day, my family went to a big picnic in the park. There were many people there. The best part was watching a man give rides in a big, beautiful hot air balloon. He loaded a basket with smiling people and sent the balloon floating high into the sky. My little sister really wanted to take a ride in that balloon. She begged my mother to let her ride but she was too young. She had to be at least \_\_\_\_\_ years old to ride in the balloon. So my father bought a little red balloon for my sister instead. It wasn't big but she loved it and she didn't cry.

a. Character: Mother, father, \_\_\_\_\_, one (name)

b. Setting: Picnic in the \_\_\_\_\_

c. Plot

1 - A family watches people ride \_\_\_\_\_

2 - My little sister wants \_\_\_\_\_

3 - But she is too young \_\_\_\_\_

4 - So \_\_\_\_\_

2. Now write a summary of this story in complete sentences.

In the story "\_\_\_\_\_" a family watches people ride in a hot air balloon at a picnic in the \_\_\_\_\_. The writer's little sister wants to ride \_\_\_\_\_.

**EXPOSITORY**

**A WRITING A PROCEDURE**

A procedure is a series of actions. These actions, done in the correct order, lead to a specific result. Like baking a cake or brushing your teeth. You want readers to follow your procedure step-by-step. The directions in your procedure must be clear.

**WARM UP**

The pictures below are the steps to make a snowman. Put them in the correct order.

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_

**EXAMPLE**

Making a snowman is fun and easy. First, roll up three large balls of snow. Then, stick the balls of snow on top of one another. Next, make two arms using sticks. After that, give the snowman a nose using a carrot. Also, use buttons to give it two eyes and a mouth. Your snowman is complete!

1. Think of four things that you do in the morning to get ready for school. Write them in the order you do them.

Things I do in the morning

Get out of bed → \_\_\_\_\_ → \_\_\_\_\_ → \_\_\_\_\_

2. Look at the verbs on the right. Use these verbs to complete the procedure for making cereal.

a. \_\_\_\_\_ cereal into a bowl.

b. \_\_\_\_\_ cold milk on the cereal.

c. \_\_\_\_\_ the cereal with a spoon.

d. \_\_\_\_\_ the cereal and enjoy it!

3. Time words are used to show the order of the steps in your procedure. Fill in the blanks using the time words.

First / To start / \_\_\_\_\_ Next / After that / Then \_\_\_\_\_ Finally / Lastly / \_\_\_\_\_ Last of all \_\_\_\_\_

It is important to know how to brush your teeth.

\_\_\_\_\_ put toothpaste on your brush.

\_\_\_\_\_ wet the brush and toothpaste.

\_\_\_\_\_ brush all your teeth.

\_\_\_\_\_ rinse your mouth with water.

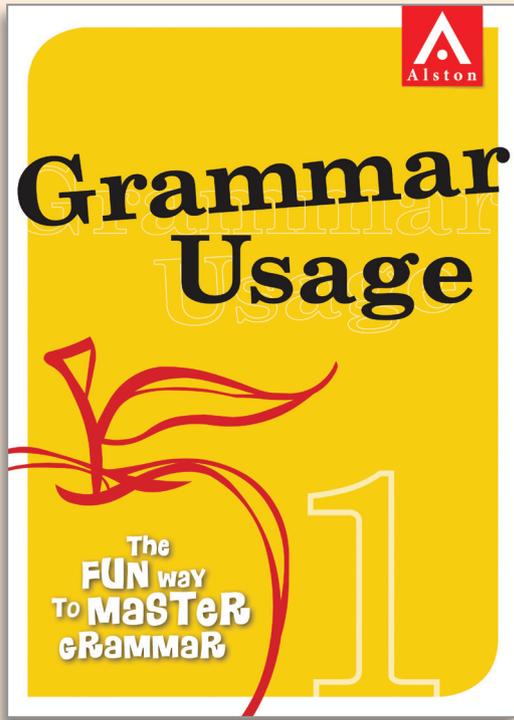
"Write on Your Own" shows learners the different types of text and provides guidance towards writing the genre effectively.

ISBN

Writing Skills 1 ISBN 978-981-4370-45-5

Writing Skills 2 ISBN 978-981-4370-46-2

Writing Skills 3 ISBN 978-981-4370-47-9



## Grammar Usage

CEFR: A2

The Grammar Usage series uses the concept-to-context approach of learning English for young learners. This means that the learners are introduced to a concept first. Then their focus is shifted to the usage and application of that concept. Hence, language and grammar rules are presented gradually through examples and exercises.

### Free Resource(s)



### Components



The concepts are grouped into learning sections that consist of:

- ▶ language units, where one concept is presented in each unit
- ▶ a review of the units through practice
- ▶ a set of worksheets, one for each unit



**UNIT 2 Articles: A, An**

**Grammar Point**  
An article is a word that we put before a noun. We use 'a' with a consonant sound and 'an' with a vowel sound.

A / An + noun			
A + consonant		An + vowel [a, e, i, o, u]	
a banana	a house	an apple	an arrow
a lion	a queen	an egg	an iguana
a tree	a violin	an octopus	an umbrella

**Examples**

- I have a violin.
- That is an elephant.

**A. Circle the noun with the correct article. The first one has been done for you.**

- a orange 2. a chair an chair
- a hat an hat 4. a ant an ant

**B. Write the correct noun in each space. The first one has been done for you.**

pencil eraser igloo turtle rabbit alien

a \_\_\_\_\_ an \_\_\_\_\_

**C. Write the noun with its correct article in the blank. The first one has been done for you.**

artist spider tail ostrich

- It is \_\_\_\_\_ a spider.
- Amy is \_\_\_\_\_.
- \_\_\_\_\_ is a bird.
- A monkey has \_\_\_\_\_.

**D. Fill in each blank with one of the nouns given. The first one has been done for you.**

Ted is a magician.

He has \_\_\_\_\_, it is big.

There are \_\_\_\_\_ and \_\_\_\_\_ in the hat.

Clear, visual practice that helps learners master a and an with confidence.

Ideal for reinforcing early grammar skills in the classroom.

**Practice Unit 2**

**A. Circle the correct article and fill in each blank with the correct word from the box.**

violin tree elephant artist hat umbrella

- (a / an) \_\_\_\_\_

**B. Fill in each list with the correct word from the box.**

a	banana	an
_____	lion	_____
_____	arrow	_____
_____	iguana	_____
_____	queen	_____
_____	eraser	_____
_____	spider	_____
_____	chair	_____
_____	octopus	_____
_____	igloo	_____

**Review Units 1-4**

**A. Match each noun with the correct picture and then match it to the correct group. The first one has been done for you.**

1. dentist person

2. store animal

3. jacket place

4. rabbit thing

**B. Fill in each blank with the correct noun from the box.**

apron hairdresser desk onion eagle teddy bear

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C. Fill in each blank with the correct plural noun.**

- + = \_\_\_\_\_ (box)
- + = \_\_\_\_\_ (small)
- + = \_\_\_\_\_ (ring)
- + = \_\_\_\_\_ (dress)
- + = \_\_\_\_\_ (brush)

**D. Rewrite each sentence using the correct plural nouns.**

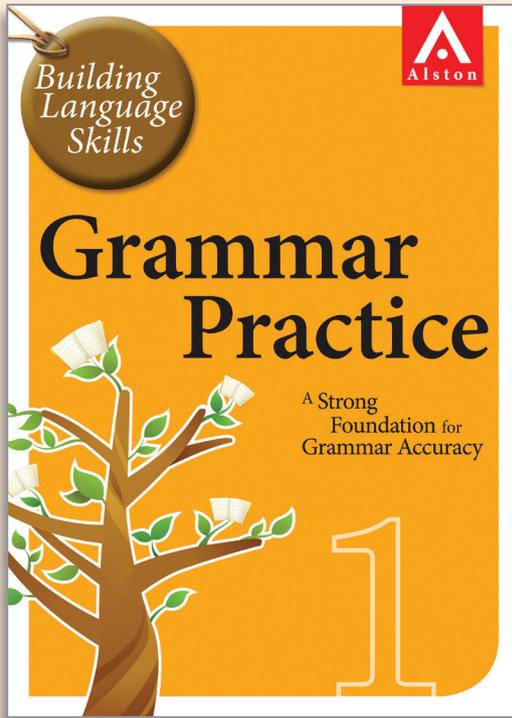
- The child chase butterflyes. Answer: \_\_\_\_\_
- The snowman wear scarfs. Answer: \_\_\_\_\_
- There are strawberries and fishes. Answer: \_\_\_\_\_
- I brush my tooth and wash my foot. Answer: \_\_\_\_\_

Provides step-by-step practice to reinforce the correct use of a and an. Activities progress from guided selection to confident application. Ideal for reinforcing early grammar skills in the classroom.

Consolidates learning from Units 1-4 with integrated review activities. Guides learners through a smooth progression from word recognition to sentence use.

**ISBN**

978-981-4370-48-6	978-981-4370-49-3	978-981-4370-50-9



## Grammar Practice

CEFR: A2

**Build a strong foundation for grammar accuracy!**  
*Grammar Practice* is a four-level series for learners to build a strong foundation in their grammar abilities. Each unit is scaffolded to provide clear explanations of one grammar point with relevant examples before the practice questions. This helps to build a strong foundation for each grammatical structure.

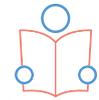
### **Each unit consists of these features:**

- Grammar notes
- Examples of sentences for grammar points
- Practice and review questions, including speaking and reading
- Practices for sentence construction
- Checklist for grammar and vocabulary

### Free Resource(s)



### Components



Student Book

- ▶ Each unit is designed to address an aspect of grammar which provide systematic learning for the learners.
- ▶ The grammar rules are arranged progressively as learners move from the different CEFR levels.
- ▶ Variety of activities, including speaking and readings to allow learners to apply what they have learnt.
- ▶ Each level has two review tests for learners to consolidate the grammar points learnt.



Grammar Practice 1

Clear explanation of grammar points written in notes format at the start of each unit.

Reading passages for learners to examine grammar structures.

Practice questions set in context to help learners understand how to use the grammar points.

Apply newly learnt grammar through a conversational practice.

Personal pronoun (singular) + verb	Personal pronoun (plural) + verb
I am	we are
You are	you are
He is	they are
She is	they're

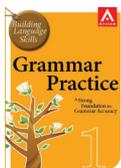
Grammar Practice 4

Well-organised and concise study notes communicate grammar points to learners effectively.

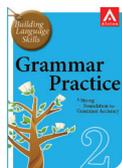
Immediate practices to reinforce the grammar points learnt.

Numerous short practices in each unit help to reinforce the grammar rule.

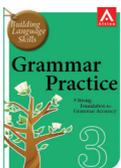
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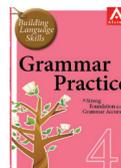
978-981-4370-51-6



978-981-4370-52-3



978-981-4370-53-0



978-981-4370-54-7

# Resource List (ELT)

CEFR		Alston Digital	Digital Companions	Teacher's Guide
Primary	Best Friends			
	Elfin			
Secondary	Active English			
Skills	Reading Comprehension			
	Reading Comprehension Skills			
	Writing Skills			
Grammar	Grammar Usage			
	Grammar Practice			

Answer Key	Flashcards	Teaching PPT	Tests	Video	Worksheets	Others	Page
							40
							42
							44
							46
							48
							50
							52
							54

# Notes

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# Notes

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# ALSTON 2026 CATALOGUE

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