TEACHING PORTFOLIO

Science in English

My science students learn the concepts and the English to explain them at the same time, so every material supports both.

Student names have been removed or changed in every sample. All samples are for review only.

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The digestive system (Grade 6, one-to-one)

A cheat sheet and worksheet for a Grade 6 student who had just moved into an English-medium science class, following her textbook unit. One of several units we reviewed together, including the skeletal, muscular and respiratory systems.

Digestive System

Cheat Sheet · A2

Science textbook, Unit 3: The Digestive System (3.1–3.5)

1. Question Words

Word	中文	It means…
name	說出名稱	write the name of it
describe	描述	tell what happens or what it is like
explain / why	解釋 / 為什麼	give the reason (…because…)
function	功能	the job of a part
cause	原因；造成	what makes it happen
symptom	症狀	a sign that you are sick
what happens if…	如果……會怎樣	tell the result
untreated	沒有治療	no doctor, no medicine

2. Answer Frames

1. The function of the _____ is to _____.
2. _____ is caused by _____.
3. Some symptoms of _____ are _____ and _____.
4. We should _____ because _____.
5. If _____ is left untreated, _____.

3. The Human Digestive System

mouth → gullet → stomach → small intestine → large intestine → rectum → anus

Part	中文	Function
mouth	嘴巴	Teeth chew the food. Saliva (唾液) makes food wet and easy to swallow.
gullet	食道	Muscles push the food down to the stomach.
stomach	胃	Mixes the food with digestive juices (消化液).
small intestine	小腸	Digestion is completed. Digested food is absorbed (吸收) into the blood.
large intestine	大腸	Water is absorbed from the undigested food.
rectum	直腸	Stores the waste (faeces 糞便).
anus	肛門	The waste leaves the body.

4. Illnesses of the Digestive System (3.3)

Illness	What is it?	Causes	Symptoms
Gastritis 胃炎	The lining of the stomach becomes swollen (腫脹).	bacteria; too much alcohol; medicine such as aspirin	stomach pain; burping and gas; loss of appetite; vomiting
Peptic ulcer 消化性潰瘍	Sores (傷口) in the lining of the stomach. Often linked to gastritis.	often linked to gastritis	stomach ache; bloating; loss of appetite and weight; nausea and vomiting; dark and bloody stools
Reflux disease 胃食道逆流	Stomach contents move backwards into the gullet. The muscle between the gullet and the stomach does not close properly.	smoking; fatty food; too much alcohol or caffeine; stress	heartburn; regurgitation; nausea or vomiting; pain or difficulty swallowing; sore throat; cough
Irritable bowel syndrome (IBS) 腸躁症	An illness of the large intestine. Stomach aches with diarrhoea or constipation.	infection of the digestive tract; food poisoning (bacteria and viruses)	stomach aches; diarrhoea or constipation

Digestive System

Worksheet 1 · Ms.Farah

Name: _____ Date: _____

A. Match the words to their meanings. Write the letter.

Example: 0. gullet → x (the tube from the mouth to the stomach)

Word	Letter	Meaning
1. symptom	____	a. the feeling of wanting to vomit
2. fibre	____	b. too old and not safe to eat
3. expired	____	c. the part of a chicken's stomach that grinds food
4. hygiene	____	d. a sign that you are sick
5. heartburn	____	e. burning pain in the lower chest
6. nausea	____	f. it is in fruit and vegetables and helps food move along
7. constipation	____	g. it is difficult to pass out faeces
8. gizzard	____	h. keeping things clean to stay healthy

B. Read and write the name of the illness.

gastritis **peptic ulcer** **reflux disease** **irritable bowel syndrome**

Example: Sores form in the lining of the stomach. → peptic ulcer

Sentence	Illness
1. The lining of the stomach becomes swollen.	
2. The contents of the stomach move backwards into the gullet.	
3. It affects the large intestine. The person has diarrhoea or constipation.	

WHY I DESIGNED IT THIS WAY

The cheat sheet starts with question words (name, describe, explain, function), because understanding what a test question asks is half the answer. Short Chinese glosses support the hardest terms, and answer frames such as “The function of the ___ is to ___” turn knowledge into full sentences. The worksheet then checks the same content at A2 level.

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Planning an experiment and a Grade 4 science exam

A worksheet for planning a shadow-tracking experiment, and a Grade 4 science exam on materials, forces and change.

Worksheet 2 – Planning the Experiment

Name: _____

Grade: _____

Date: _____

PART A – The Aim

Write the aim of Activity 2 in your own words:

PART B – Materials

List the 4 materials needed for this experiment:

1. _____
2. _____
3. _____
4. _____

PART C – Order the Procedure

Number these steps in the correct order (1-7):

	Repeat steps 4 and 5 every hour.
	Push the stick through the centre of the paper into the ground.
	Place the poster paper flat on the ground.
	Note the time and write it beside the shadow outline.
	Select a sunny area in the school garden.
	Trace the outline of the shadow with a marker.
	At the end of the day, record the final position and time.

Science Exam — Grade 4

NAME : _____ SCORE : _____

A. Write T (True) or F (False). (@1 each — 6%)

_____ 1. Glass is transparent, making it suitable for making windows.
_____ 2. Wood is waterproof, so it is the best material for making water bottles.
_____ 3. When we burn paper, the change is temporary because we can reverse it.
_____ 4. A force is a push or a pull on an object.
_____ 5. Solar cells capture sunlight and convert it into electricity.
_____ 6. When metal is cooled, it expands and becomes larger.

B. Circle the correct word. (@1 each — 5%)

1. Rubber can be stretched and returns to its shape. This shows rubber is (rigid / flexible).
2. We use a (ruler / lever balance) to measure the mass of an object.
3. A change that cannot be reversed is called a (temporary / permanent) change.
4. When we throw away less garbage, we (reduce / recycle) waste.
5. Plastic is (heavy / light) and does not break easily.

C. Match each word with its correct definition. (@1 each — 8%)

Word Bank: mass / material / permanent change / properties / reduce / temporary change / transparent / expand

_____ — The characteristics that describe an object: size, shape, colour, and material.
_____ — A change that cannot be undone; the object cannot return to its original shape.
_____ — The measure of how much material is in an object.
_____ — What an object is made of (e.g. wood, plastic, rubber).
_____ — To grow bigger when heated.
_____ — Allows light to pass through.
_____ — A change that can be undone; the object returns to its original shape.
_____ — To use less of something to create less waste.

WHY I DESIGNED IT THIS WAY

The experiment worksheet walks students through how scientists work: state the aim, list the materials, put the procedure in order and make a prediction with a reason. The exam mixes true/false, word-bank and matching tasks, so students show what they know in more than one way, and the vocabulary matches what we used in class.

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