

# MAKE SCIENCE PASSABLE

## FIRST EDITION

## TEACHER'S GUIDE BOOK

### P.4 TO P.7

NAME .....

SCHOOL .....

CLASS TR'S NAME.....

SIGN..... CONTACT .....

ID NUMBER .....

***LET'S SHINE FOREVER***

*Prepared by Tr.Paul Epidu (Tel.0761119585) A teacher of Integrated Science at Child of Hope Junior School Mbale*

# COMMON MISTAKES IN SCIENCE

The common misspelt words in science

## Wrong spelling

1. Abstainance
2. Adoloscence stage
3. Angola rabbit
4. Appendicytis
5. Athletic(Athletes) foott
6. Aqueas hammer
7. Appendixcitis
8. Auxiliary bud
9. Angola goat
10. Back ache

11. Back ward
12. Feaces Back bone
13. Back flow
14. Battery cage system
15. Battry
16. Binary fussion

17. Bilharzia

## Correct spelling

- Abstinence from sex
- Adolescence stage
- Angora rabbit
- Appendicitis
- Athlete's foot
- Aqueous humour
- Appendicitis
- Axillary bud
- Angora goat
- Backache

- Backward
- Backbone
- Backflow
- Battery (Cage) system
- Battery
- Binary fission

Bilharziasis (a disease)

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<b>18.Butter fly</b>	<b>Butterfly</b>
<b>19. Bubonic plaque</b>	<b>Bubonic plague</b>
<b>20. Bitting</b>	<b>Biting</b>
<b>21. Brucelosis</b>	<b>Brucellosis</b>
<b>22. Bore hole</b>	<b>Borehole</b>
<b>23. Breaks down</b>	<b>Breaksdown</b>
<b>24. Carbondioxide</b>	<b>Carbon dioxide</b>
<b>25. Candida</b>	<b>Candidiasis(an infection)</b>
<b>26. Casuality</b>	<b>Casualty</b>
<b>27. Celcius</b>	<b>Celsius Ring worm</b>
<b>28. Copiccing</b>	<b>Coppicing</b>
<b>29. Condersation</b>	<b>Condensation</b>
<b>29. Cleanlness</b>	<b>Cleanliness</b>
<b>30. Chocking</b>	<b>Choking</b>
<b>31. Cohension</b>	<b>Cohesion</b>
<b>32. Cillia</b>	<b>Cilia</b>
<b>33. Chrolophyll</b>	<b>Chlorophyll</b>
<b>34. Cirus clouds</b>	<b>Cirrus clouds</b>
<b>35. Contyledon</b>	<b>Cotyledon</b>
<b>36. Corniferous</b>	<b>Coniferous</b>
<b>37. Cornifers</b>	<b>Conifers</b>
<b>38.Dental plague</b>	<b>Dental plaque</b>
<b>39.Dental carries</b>	<b>Dental caries</b>

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<b>40. Dairy cattle</b>	<b>Diary cattle</b>
<b>41. Difussion</b>	<b>Diffusion</b>
<b>41. Diaphram</b>	<b>Diaphragm</b>
<b>42. Diaphram</b>	<b>Diaphragm</b>
<b>43. Dillute</b>	<b>Dilute</b>
<b>44.Difussion</b>	<b>Diffusion</b>
<b>45. Diptheria</b>	<b>Diphtheria</b>
<b>46. Dysentry</b>	<b>Dysentery</b>
<b>47. Dust bin</b>	<b>Dustbin</b>
<b>48. Drought Cattle</b>	<b>Draught cattle</b>
<b>49. Dudongs</b>	<b>Dugongs</b>
<b>50. Dumpness</b>	<b>Dampness</b>
<b>51. Earth worm</b>	<b>Earthworm</b>
<b>52. Ear ache</b>	<b>Earache</b>
<b>53.Ear drum</b>	<b>Eardrum</b>
<b>55. Ear cancer</b>	<b>Ear canker</b>
<b>56. Egg beater</b>	<b>Eggbeater</b>
<b>57.Egg york</b>	<b>Egg yolk</b>
<b>58. Electric energy</b>	<b>Electrical energy</b>
<b>59.Electric resistance</b>	<b>Electrical resistance</b>
<b>60. Electro magnet</b>	<b>Electromagnet</b>
<b>61.Endo sperm</b>	<b>Endosperm</b>
<b>62. Endo skeleton</b>	<b>Endoskeleton</b>

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<b>63. Evapouration</b>	<b>Evaporation</b>
<b>64. Exo Skeleton</b>	<b>Exoskeleton</b>
<b>65. Fahren height</b>	<b>Fahrenheit</b>
<b>66. Farm yard Manure</b>	<b>Farmyard manure</b>
<b>67. Fallowing</b>	<b>Farrowing(in pigs)</b>
<b>68. Feather picking</b>	<b>Feather Pecking</b>
<b>69. Feaces</b>	<b>Faeces</b>
<b>70. Fillament</b>	<b>Filament</b>
<b>71. Filteration</b>	<b>Filtration</b>
<b>72. Finger nails</b>	<b>Fingernails</b>
<b>73. Fire wood</b>	<b>Firewood</b>
<b>74. Fresian</b>	<b>Friesian</b>
<b>75. Fresian</b>	<b>Friesian</b>
<b>76. Fold pen system</b>	<b>Fold (Pen) system</b>
<b>77. Goiter</b>	<b>Goitre</b>
<b>78. Grass hopper</b>	<b>Grasshopper</b>
<b>79. Haemoglobin</b>	<b>Heamoglobin</b>
<b>80. Hairly</b>	<b>Hairy</b>
<b>81. Habbitt</b>	<b>Habit</b>
<b>82. Herz</b>	<b>Hertz</b>
<b>83. Hemophila</b>	<b>Haemophilus</b>
<b>84. Hidding</b>	<b>Hiding</b>
<b>85. Halter</b>	<b>Haltere</b>

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<b>86.Hillum/helium</b>	<b>Hilum(part of a bean seed)</b>
<b>87. Hibrid</b>	<b>Hybrid</b>
<b>88. Hydro electricity</b>	<b>Hydroelectricity</b>
<b>89. Hydro static skeleton</b>	<b>Hydrostatic skeleton Egg</b>
<b>90. Illeum</b>	<b>Ileum</b>
<b>91. In wards</b>	<b>Inwards</b>
<b>92. Its self</b>	<b>Itself</b>
<b>93. Ioning</b>	<b>Ironing</b>
<b>94. Its agents</b>	<b>Erosional agents</b>
<b>95. Irrivisible</b>	<b>Irreversible</b>
<b>96. Its agents</b>	<b>Erosional agents</b>
<b>97. Incissor tooth</b>	<b>Incisor tooth</b>
<b>98. Lightening</b>	<b>Lightning</b>
<b>99. Living things produce</b>	<b>Living thing reproduce</b>
<b>100. Left over food</b>	<b>Leftover food</b>
<b>101. Mamalian ear</b>	<b>Mammalian ear</b>
<b>102. Matooke</b>	<b>Matoke</b>
<b>103. Masitis</b>	<b>Mastitis</b>
<b>104. Menengitis</b>	<b>Meningitis</b>
<b>105. Meteology</b>	<b>Meteorology</b>
<b>106. Mountaneous</b>	<b>Mountainous</b>
<b>107.Mopper</b>	<b>Mop</b>
<b>108. Nostreal</b>	<b>Nostril</b>

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<b>109. Nector</b>	<b>Nectar</b>
<b>110. Overcrowdness</b>	<b>Over crowdedness</b>
<b>111. Over dose</b>	<b>Overdose</b>
<b>112. Ovacado</b>	<b>Avocado</b>
<b>113. Onchoncherca vulvulus</b>	<b>Onchocerca volvulus</b>
<b>114. Over flow</b>	<b>Overflow</b>
<b>115. Over flow can</b>	<b>Overflow can</b>
<b>116.Over grazing</b>	<b>Overgrazing</b>
<b>117. Over speeding</b>	<b>Overspeeding</b>
<b>118. Over crowding</b>	<b>Overcrowding</b>
<b>119. Out break</b>	<b>Outbreak</b>
<b>120. Out wards</b>	<b>Outwards</b>
<b>121. Oxygen</b>	<b>Presence of Oxygen</b>
<b>122. Pols</b>	<b>Poles</b>
<b>123. Pieces</b>	<b>Peace's</b>
<b>124 Pertusis</b>	<b>Pertussis (Whooping cough)</b>
<b>125. Phosphor as</b>	<b>Phosphorous</b>
<b>126. Parrafine</b>	<b>Paraffin</b>
<b>127.Pencilium</b>	<b>Pencillium mould</b>
<b>128. Plumonary artery</b>	<b>Pulmonary artery</b>
<b>129. Plumonary vein</b>	<b>Pulmonary vein</b>
<b>130. Pnumonia</b>	<b>Pneumonia</b>

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<b>131. Peristalsis</b>	<b>Peristalsis</b>
<b>132. Proboscis</b>	<b>Proboscis</b>
<b>133. Penicillin</b>	<b>Penicillin</b>
<b>134. Photosynthesis</b>	<b>Photosynthesis</b>
<b>135. Pruning</b>	<b>Pruning</b>
<b>136. Regularly</b>	<b>Regularly</b>
<b>137. Rain fall</b>	<b>Rainfall</b>
<b>138. Ring worm</b>	<b>Ringworm</b>
<b>139. Radical</b>	<b>Radicle</b>
<b>140. Rabbitary</b>	<b>Rabbitry</b>
<b>141. Running water</b>	<b>Flowing water</b>
<b>142. Running nose</b>	<b>Runny nose</b>
<b>143. Rainny</b>	<b>Rainy</b>
<b>145. Runing nose</b>	<b>Runny nose</b>
<b>146. Renin</b>	<b>Rennin</b>
<b>147. Rebid dog</b>	<b>Rabid dog</b>
<b>148. Rainfall formation.</b>	<b>Rain formation</b>
<b>149. Sun light</b>	<b>Sunlight</b>
<b>150. Sun shine</b>	<b>Sunshine</b>
<b>151. Syphillis</b>	<b>Syphilis</b>
<b>152. Sunction force</b>	<b>Suction force</b>
<b>153. Sunction pads</b>	<b>Suction pads</b>
<b>154. Sundry</b>	<b>Sun dry</b>

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<b>155. Sane goat</b>	<b>Saanen goat</b>
<b>156. Swain flu/feva</b>	<b>Swine flue/fever</b>
<b>157. Strip cropping</b>	<b>Strip cropping</b>
<b>158. Soting</b>	<b>Sorting</b>
<b>159. Socking</b>	<b>Soaking</b>
<b>160. Strechers</b>	<b>Stretcher</b>
<b>161. Sundry</b>	<b>Sun dry</b>
<b>162. Tape worm</b>	<b>Tapeworm</b>
<b>163. Tsetsefly</b>	<b>Tsetse fly</b>
<b>164. Tetenus</b>	<b>Tetanus</b>
<b>165. Toadpole</b>	<b>Tadpole</b>
<b>166. Toadstool</b>	<b>Toad stool</b>
<b>167. Toniquet</b>	<b>Tourniquet</b>
<b>168. Tooth brush</b>	<b>Toothbrush</b>
<b>169. Turbid sponging</b>	<b>Tepid sponging</b>
<b>170. Tetharing</b>	<b>Tethering</b>
<b>171. Tooth paste</b>	<b>Toothpaste</b>
<b>172. Twinning</b>	<b>Twining(method used by plant climb others</b>
<b>173. Teraccing</b>	<b>Terracing</b>
<b>174. Transmmision</b>	<b>Transmission</b>
<b>175. Under ground</b>	<b>Underground</b>
<b>176. Umblical cord</b>	<b>Umbilical cord</b>

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<b>177. Up thrust</b>	<b>Upthrust</b>
<b>178. Under goes</b>	<b>Undergoes</b>
<b>179. Vaccum</b>	<b>Vacuum</b>
<b>180. Venacava</b>	<b>Vena cava</b>
<b>181. Verterbrates</b>	<b>Vertebrates</b>
<b>182. Vitrous hamer</b>	<b>Vitreous humour</b>
<b>183. Vertebral Colum</b>	<b>Vertebral column</b>
<b>184. Vitamens</b>	<b>Vitamins</b>
<b>185. weavils</b>	<b>Weevils</b>
<b>187. Watercycle</b>	<b>Water cycle</b>
<b>188. Warmth</b>	<b>Presence of Warmth</b>
<b>189. Water</b>	<b>Presence of water (Moisture)</b>
<b>190. Water proof</b>	<b>Waterproof</b>
<b>191. Writting</b>	<b>Writing</b>
<b>192. Wind breaks</b>	<b>Windbreaks</b>
<b>193. Wind lass</b>	<b>Windlass</b>
<b>194. Wind sock</b>	<b>Windsock</b>
<b>195. Wind mill</b>	<b>Windmill</b>
<b>196. Work bee</b>	<b>Worker</b>

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**Mistakes made by teachers while marking science;**

- ✓ Some trs don't mind about the grammar/tense used in the sentence by the learner since it is not English language
- ✓ Collecting spellings of the learners and award a tick.
- ✓ Marking calculation without the formula and units since it is not mathematics.
- ✓ Some don't mind about the neatness of the drawings since it is not fine art.

**ADVICE TO TEACHRS;**

- ✓ Emphasis should be put on hand writing and spellings of the words used by learners while marking(subject and language competences)
- ✓ Don't correct errors made by the learner and award a mark (tick).Let the learner know that he/she should correct errors /mistakes for him or herself.
- ✓ Don't mark any calculation of science without the formula and units.
- ✓ Learners should not use arrow heads when labeling diagrams. Arrows in science represent Pressure, flow of energy, heat etc.
- ✓ When labeling diagrams lines should be straight and not intersecting each other.

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- ✓ All drawings should be done in a pencil.
- ✓ Learners should always begin with capital letters and punctuate their work correctly.
- ✓ When writing the word or sentence should begin from the margin not in the middle of the line/space provided
- ✓ Encourage the use of short and precise answers.
- ✓ Follow the current syllabus and keep on making more research, things keeps on changing and most of the definitions and answer approach in most of the text books are outdated.

### **Ways of simplifying and making science easy to learners;**

- ❖ Making it practical by carrying out experiments and science exhibitions.
- ❖ Use of real learning materials from the environment.
- ❖ Use of class and group discussion.
- ❖ Candidates should always access and discuss exams of science done by lower classes i.e. p.4 to p.6

### **Use of memorization formula.**

Qn. Mention two forms of energy.

**Formula.** No Man Can See His Life Ending

N- Nuclear energy

M- Mechanical energy

C- Chemical energy

S- Sound energy

H- Heat energy

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L- Light energy

E- Electrical energy

Qn. Mention three types of teeth.

**Formula. I Can Play Matatu.**

**I**-Incisors

**C**-Canines

**P**-Premolars

**M**-Molars

Qn. Mention three conditions necessary for a seed to germinate.

**Formula. WOW or MOW.**

**W**-Water **O**-oxygen **W**-Warmth

Or

**M**- Moisture

**O**-Oxygen

**W**-Warmth

Qn. Name two sets of teeth.

**Formula. MP**

**M**-Milk teeth. **P**-Permanent teeth

Qn .Mention three components of blood.

**Formula. Why People Plant Rice**

**W**-White blood cells

**P**-Platelets

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**P-Plasma**

**R-Red** blood cells

Qn. Outline two enzymes found in the stomach.

**Formula -RP**

**R-Rennin**

**P-Pepsin**

Qn. Mention the colors' of a rainbow/spectrum.

**Formula. ROYGBIV**

Or. **Richrad Okello Your Girl Betty Is Vomiting**

**R-Red, O-Orange, Y-Yellow, G-Green, B-Blue, I-Indigo, V-Violet.**

Qn. Mention examples of tick-borne diseases.

**Fomula. HEAR.**

**H-Heart** water.

**E- East** coast fever.

**A-Annaplasmosis.**

**R-Red** water.

Qn. State examples of three small bones that make up ear ossicles.

**Formula; MIS or HAS.**

**M-Malleus.**

**I-Incus.**

**S-Stirrup.**

Or **HAS;**

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**H-Hammer.**

**A-Anvil.**

**S-Stirrup.**

**“Failing to prepare, prepares to fail”**

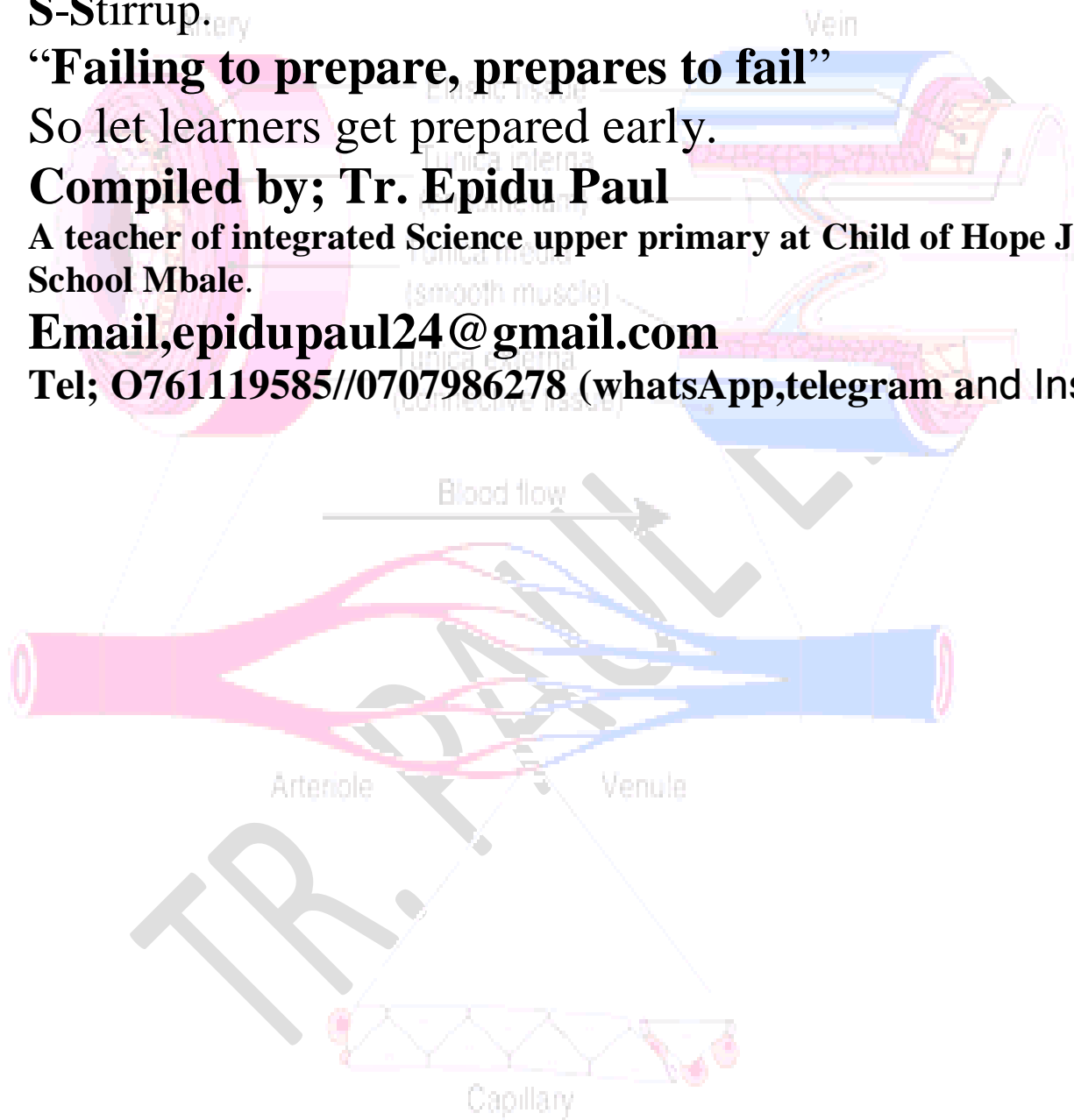
So let learners get prepared early.

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The author TEACHER PAUL .EPIDU. (I am a born of Lalle Sub-County Orwadai Village Soroti City West. I am a born of 1998)

➤ I have taught Schools like Kamuda Joint Christian Nursery and Primary School, Eastland Education Centre Nursery and Primary School KAUTHAR KIDS JUNIOR SCHOOL AND CHILD OF HOPE JUNIOR SCHOOL-MBALE Up to date Handling SCIENCE including MATHEMATICS where need be.

➤ I have also helped children in this Schools and I am well equipped with REVISION QUESTION PAPERS and Simplified organized Notes for SCIENCE AND MATHEMATICS IN BOTH UPPER AND LOWER PRIMARY CLASSES Starting from P.1 to P.7

- This book gives basic and applicable skills to pupils that are useful in your daily life when approaching questions.
- The explanation are easy to understand and stimulate teachers' and pupil's interest.
- Learner's activities in this book form a strong foundation for learning SCIENCE

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➤ This book also designed to equip teachers' and help them prepare children for the upcoming Examinations.

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End

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