

Year 7 NON fiction parent guide

KEY VOCABULARY	Meaning	In as sentence	Synonyms
Plundered	Steal goods from (a place or person), typically using force and in a time of war or civil disorder.	"looters moved into the disaster area to plunder shops"	Pillage, loot, rob, raid
Lingering			
Unutterable			
Reinforce			
Deduce			
Envious			
Empathy			
Sympathy			
Annual			
Inevitable			

Rules for using a comma

- Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: *and, but, for, or, nor, so, yet*.
- Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause. **While I was eating, the cat scratched at the door.**
- Use commas wherever necessary to prevent possible confusion or misreading: **Let's eat Dad or Let's eat, Dad**
- Use commas to separate items in a series

EXCERPT TITLED: 'FINGERPRINTING', TAKEN FROM 'FORENSIC SCIENCE'

Written in sweat.

You can't always see it, but whenever you touch something, your skin leaves behind a faint mark of sweat and grease. These marks have a pattern which matches the tiny network of ridges on the tips of your fingers. These ridges are usually called fingerprints, but you have them on your palms and feet, too.

Everybody's ridge patterns are slightly different – even identical twins have different ones – so anything you've touched can be linked directly to you and only you.

The first person to make use of fingerprints was a magistrate in India in the 19th century. When pensioners came to him each month to collect their pension money, he checked their identities using fingerprint record cards he'd made.

By the early 20th century, police forces around the world had realised how useful fingerprints could be. They began to take ink fingerprints of every suspect arrested, so that they could compare them with prints found at crime scenes.

Making a match.

Nowadays, specialist fingerprint officers find and analyse suspicious prints at crime scenes. They can quickly compare these with prints taken from suspects. If they find at least six matching points shared by two prints, it means they both come from the same finger or thumb.

It's not usually hard to find clues at a crime scene, and fingerprints in particular tend to be found in obvious places. Fingerprint officers have to be careful not to smudge any prints as they work. Most prints found on an object belong to the people who use it a lot – so these prints can be ignored. Any prints that don't match these regular users can be regarded as suspicious. For this reason, it is important for officers to take fingerprints from everyone who uses an object or area they are analysing.

Example questions

1. According to the text, which three parts of the body have patterned ridges?

- 1.
- 2.
- 3.

2. '...tiny network of ridges...' What does 'network' suggest about the ridges? **Tick one.**

They are the same size.	<input type="checkbox"/>
They are angled.	<input type="checkbox"/>
They are identical.	<input type="checkbox"/>
They are connected.	<input type="checkbox"/>

3. Why can the police ignore some fingerprints found at a crime scene?

4. What is the purpose of the text?

5. Tick each statement to show if it is **true** or **false**:

Statement	T	F
Fingers carry traces of sweat and grease.	<input type="checkbox"/>	<input type="checkbox"/>
Twins sometimes share the same fingerprints.	<input type="checkbox"/>	<input type="checkbox"/>
Fingerprinting stopped people claiming their pension money	<input type="checkbox"/>	<input type="checkbox"/>
The police kept fingerprint records of everyone they arrested.	<input type="checkbox"/>	<input type="checkbox"/>

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Key knowledge

Adjective: a word naming an attribute of a noun, such as *sweet, red, or technical*.

Adverb: a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree such as *gently, quite, then, there, suddenly*.

Abstract noun: a noun denoting an idea, quality, or state rather than a concrete object, e.g. *truth, danger, happiness*.

Pronoun: a word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g. *I, you*) or to someone or something mentioned elsewhere in the discourse (e.g. *she, it, this*).

Conjunction: a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. *and, but, if*).

Preposition: a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause, as in 'the man *on* the platform', 'she arrived *after* dinner', 'what did you do it *for*?'.

Metaphor: figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.

Simile: a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g. *as brave as a lion*).

Personification: the attribution of a personal nature or human characteristics to something non-human: 'the wind howled'

Tips for supporting your child

- Discuss the key vocabulary on the first page: quiz them and complete the table
- Can they recall key **vocabulary** from the list and then place the word correctly into a sentence?
- If your child likes music, they could try listening to the BBC Ten Pieces while they revise.
- Walk and talk. Go out for a walk and talk through their revision or subjects. Test their spellings etc. as you walk.
- Revise the different rules for when using a **comma**