

The logo for 'Police: Now' is centered within a white rectangular box. The word 'POLICE' is written in a blue, sans-serif font, followed by a colon and the word 'NOW' in a black, sans-serif font. Below this, the tagline 'INFLUENCE FOR GENERATIONS' is written in a smaller, black, sans-serif font.

POLICE: NOW
INFLUENCE FOR GENERATIONS

The Police Now Detectives have been absolutely delighted with what you've done so far.

They are now sending some links to ideas of mystery, crime and detectives! The first is a book...

its title:

The Invention of Hugo Cabret

some of its chapter titles:

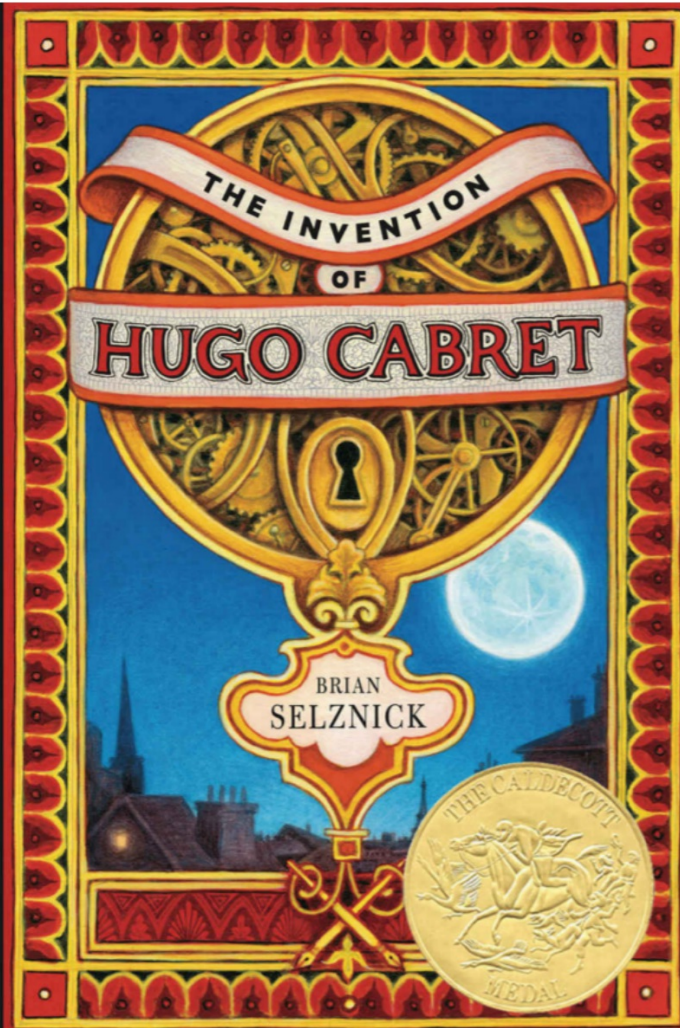
The Thief

Secrets

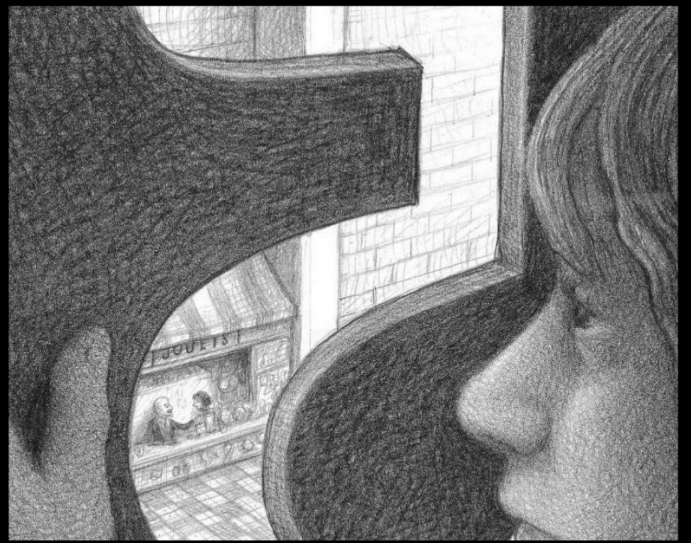
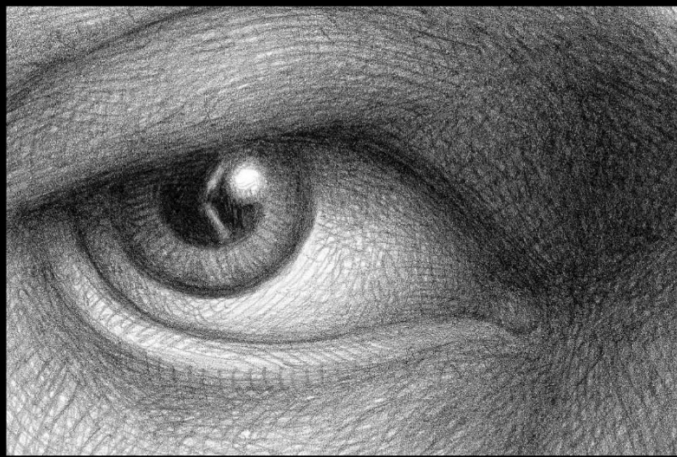
Ashes

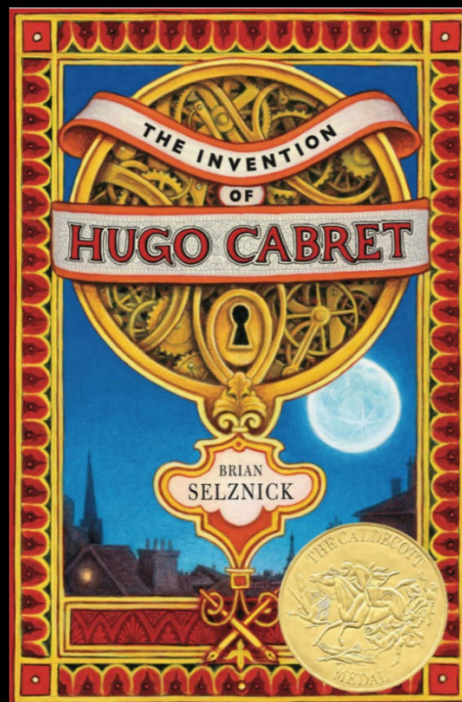
The Notebook

its cover:



some
illustrations
from the
first chapter:





Go back to Lesson 1 on our Virtual School page to open and read 'Chapter 1'.

Then, come back to this lesson.

Our first objective today is:

In a narrative, use dialogue to advance the action and/or reveal interesting new information

“Give that back to me! It’s mine!” cried Hugo.

“Ghosts . . .” the old man muttered to himself. “I knew they would find me here eventually.” He closed the notebook. The expression on his face changed rapidly, from fear to sadness to anger. “Who are you, boy? Did you draw these pictures?”

Hugo didn’t answer him.

“I said, *did you draw these pictures?*”

Hugo growled again and spit on the floor.

“Who did you steal this notebook from?”

“I didn’t steal it.”

Reading through the extract, think about which parts of this dialogue may take the action one step further or reveal new information.

In a narrative, use dialogue to advance the action and/or reveal interesting new information

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“Who did you steal this notebook from?”

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In this piece of dialogue the old man begins to mention ghosts and how they have found him. He also mutters this which may suggest he doesn’t want Hugo or anybody else to know.

If the author hadn’t revealed this information using dialogue, he would have to stop the thrilling moment in the story to tell us about the ghosts. This would really spoil how mysterious it seems and we wouldn’t know the old man is keeping a secret.

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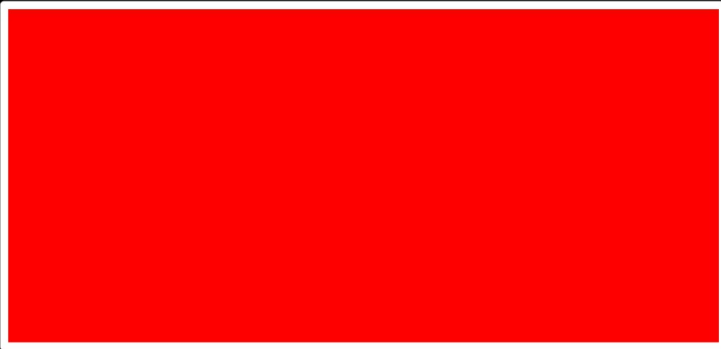
We can also see from the dialogue that the situation is getting a lot more tense and we could infer that the old man’s anger is building. He has repeated his question and the author has used italics to show he is asking the question a lot more sternly this time and is getting impatient and cross.

By using this dialogue the author can help us to imagine how the characters are feeling and build suspense as the situation escalates. He would not be able to create as much tension if he simply wrote ‘the old man was getting cross’ and we as the reader wouldn’t be able to imagine this argument taking place.

Our second objective is:

Use expanded **noun phrases**, **adverbials** and **preposition phrases** to express complicated information concisely and to add detail.

We have worked on this before with the witches moor scene for Macbeth



Think of an examples of:
noun phrases, adverbials and preposition
phrases



*a tiny teddy with staring
emerald eyes*

*the weary old man who
owned the toy stall*

*in an instant
slowly and
deliberately*

Think of an examples of:

*noun phrases, adverbials and preposition
phrases*

under the stall

from behind the clock

Our task over the next two days is to write a detailed description of the toy stall.

Today, we are just going to label what we can see in the image focusing on the nouns. A few examples have been done for you.

