One summer, sixteen-year old Paul gets a holiday job at the local museum in the town where he lives. He is pleased and excited about the job because it will mean money, which he needs. Also he is interested in history, which he is studying at school, and he is looking forward to working with the attractive Anna. On the day when he begins his job, a valuable exhibit also arrives. It is a beautiful diamond necklace, on loan from a wealthy local family.

Two weeks later, the necklace is stolen, in spite of the security cameras and the guards. It becomes clear to Paul that everyone who works in the museum is a possible suspect. Unfortunately for him, however, the police seem to think that he is the most likely culprit. They have met Paul before in suspicious circumstances. In order to prove his innocence, Paul must try to find out who the thief is and lay a trap for him – or her – and he has to work fast. He dreams up a daring plan and, in an exciting and dangerous climax to the story, the truth is revealed.

**About John Escott**

John Escott started by writing children’s books and stories for children’s comics. Now he writes and adapts books for students of all ages. He especially enjoys writing crime and mystery thrillers, and is a member of the British Crime Writers’ Association.

John was born in Somerset in the south west of England and he now lives in Bournemouth on the south coast. When he is not writing, he enjoys walking along empty beaches, watching old Hollywood movies on video and searching for long-forgotten books in small back-street bookshops. He also likes to travel, especially in North America and Canada. He is married, and has two grown-up children and three grandchildren.

**Background and Themes**

Detective Work is a classic detective story – or ‘whodunnit’ – designed to appeal to students of secondary school age. Its hero is a young man who is typical of other protagonists in stories by the same author. That is, he is intelligent and a quick thinker who finds himself in a tricky situation but is able to use his imagination and wits to get himself out of his difficulties.

Detective stories are one of most popular types of fiction ever created. They offer readers a world of pleasurable excitement, removed from the reality of their own lives. The detective story as a distinct variety of writing dates from 1841 with Edgar Allan Poe’s *Murder in the Rue Morgue*. Arthur Conan Doyle developed the genre further with his Sherlock Holmes stories in the later part of the 19th century. But the ‘golden age’ of the detective story is said to be the early part of the 20th century, when authors such as Agatha Christie or Dorothy L. Sayers wrote their best-selling stories.

The classic detective story consists of two main elements: the story of the crime and the story of the investigation. The detective, who is the main character in the book, attempts to discover possible motives, opportunities and alibis and other evidence. Through a process of elimination, he or she is eventually able to reveal the culprit, who then either dies or is arrested. To make things more difficult for the detective and more interesting for the reader, the author puts in complications, such as a number of possible suspects, false trails or even threats to the detective him/herself. Very often clues are dotted through the book for the observant reader to spot. Thus, these stories provide the reader with a puzzle to solve. Can the reader identify the guilty person (or persons) before the answer is revealed?

In *Detective Work* all these elements are present. In addition to the problem-solving aspect of the book, however, this ‘detective’ is a hero with whom young readers can easily identify. Paul has a personal interest in solving the crime as he himself is falsely accused by the police. Students will readily understand his desperation in this situation: being unfairly accused of wrong-doing is a common occurrence in the everyday life of schoolchildren.

There is, of course, great satisfaction in proving the adults wrong, as Paul does single-handedly, with courage and at some risk to his own safety.

Another theme which secondary school students will find relevant to their own situations is that of entering the world of work for the first time, which can be a difficult and worrying time. Paul is very excited by having the chance to work in a job where he can make a significant contribution to an important project. However, he has to meet and interact with lots of new people. The problem is: are people really who they say they are? Can appearances be trusted? And what about his own past history - will the mistakes of his earlier years return to make things difficult for him?

This is an exciting book whose pages readers will want to turn as rapidly as possible to discover the answer. Students will need little encouragement to read the story and will enjoy the challenge of trying to work out in
advance who committed the crime. However, all is not as straightforward as it seems. The writer skilfully keeps one final surprise until the end!

Communicative activities

The following teacher-led activities cover the same sections of text as the exercises at the back of the reader, and supplement those exercises. For supplementary exercises covering shorter sections of the book see the photocopyable Student’s Activities pages of this Factsheet. These are primarily for use with class readers but, with the exception of discussion and pair/groupwork questions, can also be used by students working alone in a self-access centre.

ACTIVITIES BEFORE READING THE BOOK

Write the names of the chapters on the board in a jumbled order or copy the chapter names on to a sheet of paper. Make enough copies of this sheet for the number of small groups or pairs in your class, and then cut up the chapter names into strips. Put students in small groups or pairs and ask them to arrange the names of the chapters into a suitable order. Ask each group to say why they have chosen their particular chapter order.

ACTIVITIES AFTER READING THE BOOK

ACTIVITIES AFTER READING A SECTION

Chapters 1–2

Play a version of the Alibi game. Teach the word alibi, if necessary. In pairs, students choose which of the following pairs of characters they will be and then decide where they were, what they were doing, etc between 10.30 a.m. and 11.20 a.m. on the day when the necklace was stolen.

1 Paul and Anna
2 Roger and Cora
3 Linda and Mr Yardley
4 Derek Halliday and Ian Maxton

When everyone is ready, choose a pair to be questioned. Student B goes outside the room. Student A remains and is asked questions by the whole class. These questions should be as detailed as possible and can include questions about clothes, what the student saw, said, etc during the time given. Then student B comes in and is asked the same questions. If student B cannot give the same answers as student A, then the pair are ‘guilty’ of taking the necklace.

Chapters 3–4

Put students in pairs or small groups. Ask them to discuss the following questions. Then have a whole class discussion on each question.

(a) In Chapter 3, we learn that Paul has done something he went out.’ etc. Each pair or group should tell the whole class who they think might be the thief and why.

Chapters 7–8

Paul decides to try to catch the real thief. Write these sentences on the board:
1 He must make the thief collect the necklace from the museum.
2 He must trap the thief.

In pairs, students discuss how he can do these things. Then have a whole class discussion.

Chapters 9–11

Students work in groups of three or four to make a ‘tableau’. They choose a sentence from this section. They imagine a picture of this sentence, like the pictures in the book. They should stand up and arrange themselves to make the picture. They must keep still and not talk. The rest of the class should try to guess which part of the story their ‘tableau’ shows.

ACTIVITIES AFTER READING THE BOOK

Choose five or six pictures from the book and make copies of the captions (i.e. the sentences under the pictures). Arrange the captions in a jumbled order and write them on the board, or make photocopies. Explain ‘caption’ and ask students to work in small groups. They should arrange the captions in the correct order, as they come in the book.

After this, ask students if they can remember what is in the picture which goes with each of the captions. Students could also think about what happened just before and just after the picture. Ask one person from each group to describe their picture to the whole class. Then look at the pictures in the book. Which group remembered their picture the best?

Glossary

It will be useful for your students to know the following new words. They are practised in the ‘Before You Read’ sections of exercises at the back of the book. (Definitions are based on those in the Longman Active Study Dictionary.)

Chapters 1–2

attendant (n) someone whose job it is to look after or help customers in a public place

Chapters 3–4

alibi (n) an excuse for something you have failed to do or done wrong

Chapters 5–6

gamble (v) to risk money or possessions on the result of something uncertain such as a card game

Chapters 7–8

insure (v) to buy insurance to protect yourself against something bad happening to you, your family, your possessions, etc

Chapters 9–11

stealing things from them

Chapters 10–11

torch (n) a small electric lamp that you hold in your hand

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Detective Work

CHAPTER 1
1 Anna is wrong about two things in this chapter. What are they? (Can you remember without looking at the book?)
2 Match these people with their jobs.
(a) Mr Balfour
(b) Derek Halliday
(c) Linda Jones
(d) Cora Turner
(e) Patrick Yardley
(i) a businessman
(ii) a museum attendant
(iii) takes the money from the visitors
(iv) works in the office
(v) the museum curator
3 Change these sentences to make them true.
(a) Paul is going to work in the old part of the museum.
(b) The Gilbertson necklace is a hundred years old.
(c) Mrs Gilbertson has given the necklace to the museum.
(d) The necklace is in the new part of the museum.
(e) There are security cameras in the new part of the museum.
(f) Mr Yardley owns a jewellery shop called ‘Jane’s jewellery’.
(g) Mr Yardley’s business is going well.

CHAPTER 2
1 Number these sentences 1–8 to show the order in which they really happened.
(a) Roger went to the big room at the front of the building.
(b) The police arrived.
(c) Cora returned from the ladies room.
(d) Roger took Cora’s place selling tickets.
(e) Anna, Paul and Roger saw that the necklace had gone.
(f) Roger rang the security alarm.
(g) Cora noticed that the security camera was dark.
(h) Roger Fox locked the doors of the museum.
2 When do you think the necklace was stolen? Discuss your ideas with a partner, or write them down.

CHAPTER 3
1 Finish these sentences with words that give a time
(a) Cora saw the dark TV screen ................................
(b) Derek asked Linda to go out with him .......................
(c) Mr Balfour was going to return ............................... 
(d) People could leave the building .............................
(e) Anna came back with coffee ..................................
2 Look in your dictionary for the word suspicious. Match these sentence halves.
(a) Paul is glad that the policewomen doesn’t recognise him because
(b) Paul is suspicious about Anna because
(c) Paul becomes nervous because
(d) Inspector Todd is tired because ...
(e) Inspector Todd is sure that the thief has left the museum with the necklace because
(f) Inspector Todd makes a big mistake because
(i) he stops looking at the displays.
(ii) the Chief Inspector makes it seem as if he took the necklace.
(iii) she went to the coffee machine just before the alarm went off.
(iv) there were ten minutes before the doors were locked.
(v) there’s something she knows about him.
(vi) he has been working all night.

CHAPTER 4
Who or what are these sentences about? Use these words to change the words in italics.
the thief; the wall behind the pirate display; the police; the jewels in the treasure chest; Anna; the treasure chest;
(a) I thought you finished that a week ago.
(b) I didn’t want to make her even more annoyed.
(c) They’re hoping he may try to sell the necklace in Repsom.
(d) I told them you were with me all morning.
(e) I was putting it back when I suddenly noticed something.
(f) But now they looked different.

CHAPTER 5
Look in your dictionary for the word motive. Then answer these questions.
(a) Why didn’t Paul tell the police that he had found the necklace?
(b) Why was the treasure chest a good hiding place? Give two reasons.
(c) Why does Paul think that the thief hid the necklace before the alarm went off? Give two reasons.
(d) Why might Anna be the thief? Give four reasons.
(e) What might be Mr Yardley’s motive for stealing the necklace?
(f) Did Mr Yardley have the opportunity to steal the necklace? Why?
(g) Why does Paul decide that he has to find out quickly who the thief is? Give two reasons.

CHAPTER 6
Copy this table onto a large piece of paper. Look in your dictionary for the word evidence. Look back at your answers to question (d) in Chapter 5 and fill in the answers for Anna, like the example shown for Mr Yardley. Then fill in more answers. Put a question mark in boxes where you do not have answers. Compare your table with another person.

<table>
<thead>
<tr>
<th>suspect</th>
<th>motive</th>
<th>opportunity or evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Yardley</td>
<td>He needs money for his business</td>
<td>He had the opportunity to steal the necklace because no one saw him coming up the stairs. He usually carried a newspaper</td>
</tr>
<tr>
<td>Anna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cora</td>
<td></td>
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<tr>
<td>Ian Maxton</td>
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<tr>
<td>Linda</td>
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<tr>
<td>Derek Halliday</td>
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<tr>
<td>Roger Fox</td>
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</tbody>
</table>

CHAPTER 7
Put in the names in this chapter summary: Paul, Anna, Ian Maxton, Derek, Cora, Roger, Linda

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CHAPTER 8
Don’t look at the book! Write who says the following. Then number the sentences 1-6 to show the order, as they come in the book.

(a) ‘It’s not fair! You haven’t done anything wrong.’
(b) ‘I didn’t steal anything, I was just with them.’
(c) ‘I think it would be better if you found another holiday job after this week.’
(d) ‘We’ll be keeping a careful eye on you in future.’
(e) ‘You haven’t been completely honest with me, Paul.’
(f) ‘I like you Paul. I want you to know that.’

CHAPTER 9
1 You are Paul. You have thought carefully about your plan. Next to these times, make notes about what you are going to do:
During the afternoon: .................................................................
5.00 p.m.: .................................................................................
Between 5-5.30 p.m.: .................................................................
5.30 p.m.: .................................................................................
Between 5.30-6.30 p.m.: .................................................................
6.30 p.m.: .................................................................................
After 6.30 p.m.: ...........................................................................
2 Do you know the thief’s name? Discuss your ideas with a partner or write them down.

CHAPTER 10
1 Explain how Paul is certain that he knows who the thief is.
2 Finish these sentences.
(a) The thief didn’t see Paul in the room because .................................................................
(b) Derek stole the necklace because .....................................................................................
(c) Paul switched off the light because .....................................................................................
(d) The woman walked into the prison cell because .................................................................
3 Who is the hooded woman? If possible, discuss this question with a partner.

CHAPTER 11
Correct the mistakes in Mrs Gilbertson’s story to the police.
‘Derek Halliday was my cook. I knew he was a brave person so he would do what I wanted. Everyone knows I’m rich. I thought if my necklace was found I could get the insurance money and get my necklace back. Halliday visited me to say that the prison display was going to be destroyed. He wanted more money because he was going to go away. I decided to help him because I thought he would ask me for the necklace.’

Activities after reading the book
1 Do you think the title of the book is a good one? Why? Think of some more possible titles.
2 Talk about these questions with a partner.
(a) What is your favourite school subject?
(b) Have you ever had a holiday job or done work experience? If yes, did you like it? Why or why not?
(c) What job would you like to do when you finish your studies?