

# Inspector Logan

## Aims

- To introduce students to the background to the story.
- To get students thinking about police methods of working

1 Ask students to talk in pairs about what it's like when you start a new job, particularly in a new city. Ask them to make a list of the problems you might have. Then call back their ideas and write them on the board.

**Possible answers:** it can be lonely if you have no family and friends with you; it takes time to get to know people and build new relationships; you may feel anxious because you are unfamiliar with working practices; it may be difficult to fit in where other people know each other well; people may have liked the person who did the job before you and talk about how good he/she was.

Ask them how these problems might be increased if you get a job in a senior position as a very young person.

**Possible answers:** you might not be respected, you would have to prove that you were good at your job, you would have to be careful with people's feelings, you might have to find ways of making older people change the way they work and this might cause bad feeling.

2 Tell students that they are going to read a murder mystery called *Inspector Logan*. Ask students to read Extracts 1, which tells them something about the main character, Jenny Logan. What is her situation and how does her experience compare with the ideas elicited in Activity 1? What do they think Jenny Logan will have to do to make Grant call her 'madam'?

**Possible answers:** she could show him that she is good at her job by solving the case; do something brave; help him when he has problems at work.

3 Ask students to read Extract 2, which is the start of the story. Ask them who is talking and what has happened.

**Answer:** Inspector Logan is talking to a man whose wife has disappeared.

Ask students to make suggestions about what has happened to Margaret Kerr. Make a list of their ideas on the board.

4 Ask students what information they think Logan and Sergeant Grant will ask Robert Kerr for next. Ask them to write down the questions the police officers might ask. Call them back from the whole class and list them on the board.

**Possible answers:** How old is your wife? What does she look like? Have you got a recent photograph? What was she wearing? Did she have any problems? Did she have a mobile phone? Is anything missing at home? Did she take a suitcase and clothes? What was your relationship like? Have you asked friends and relations if she's staying with them?

Now ask students to work in threes – one is Jenny Logan, another Sergeant Grant and the third Robert Kerr – and invent a conversation between the three based on the questions the police officers might ask and Kerr's possible answers. They should write down the speech only, as if it is a scene from a play. They can then perform it for others.

5 Ask students to look at Extract 3 and find out what happened to Margaret Kerr. Ask them why the mobile phone might be useful to Jenny Logan.

**Possible answers:** They can find out who phoned Margaret Kerr before her murder; if anyone else phones her, this might offer some clues about who killed her.

Ask them what things Logan will have to do now that she knows Margaret Kerr was murdered.

**Possible answers:** tell Mr Kerr his wife is dead; start interviewing people; wait for the doctor's report on Mrs Kerr's death; go to the place where she was found.

Ask students to read Extracts 4 to find out what Logan does next and compare this with students' own ideas.

**Answers:** she finds out who Mrs Kerr phoned last (Andrew Buchan), and wants to see him; she wants to go to tell Mr Kerr about his wife's death.

6 Ask students to imagine they are Jenny Logan and to write a letter to their mother. They should describe their feelings about starting a new job in a new city and give details of their first case and how it is going, using all the information gathered in Extracts 1–4.

# Inspector Logan

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## Extracts 1

- a It was a cold Monday afternoon in April and it was her first day in her new job. She was an inspector in the Edinburgh police – a new job in a new city.
- b She thought it was unusual that Grant did not call her ‘madam’. Sergeants usually call inspectors ‘sir’ or ‘madam’. Was it her age? He must be about fifty-five and she was only twenty-six. Or maybe he just didn’t like new inspectors.
- c Grant still didn’t call her ‘madam’, but it was only her second day. ‘He wants to see how good I am,’ she thought.

## Extract 2

‘When did your wife go out?’ asked Jenny Logan . . .

‘Yesterday,’ he replied. ‘At lunchtime, I think. I wasn’t at home at the time. I went out just after twelve and got back about two.’

‘And she didn’t come home last night?’ asked Logan.

‘That’s right,’ said the man.

‘Is she often out all night?’ asked Logan.

‘No,’ said the man. ‘Never.’

## Extract 3

Half an hour later Sergeant McCoist sat in Logan’s office with Logan and Sergeant Grant.

‘We found the body at Tantallon Castle,’ said Sergeant McCoist.

Tantallon Castle is an old castle by the sea about forty kilometres east of Edinburgh, near the town of North Berwick.

‘How did she die?’ asked Logan.

‘Someone hit her on the head,’ said McCoist . . . ‘There was nothing very interesting in her bag . . . Some letters from her family, money, credit cards. But this is hers,’ he put his hand in his jacket ‘and maybe there’s something here.’ He took out a mobile phone and put it on the desk in front of Logan.

## Extracts 4

McCoist left and Logan played with the phone for a minute. ‘That’s interesting,’ she said. ‘Her last call was to an Andrew Buchan. I’d like to know who he is.’ She looked at Grant. ‘We need to talk to Robert Kerr . . . to tell him that his wife is dead.’ She gave Grant the phone. ‘Ask someone to find out who this Andrew Buchan is, and where he lives. Then meet me at my car.’