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English spelling instruction in grade four French immersion

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ENGLISH SPELLING INSTRUCTION
IN GRADE FOUR FRENCH IMMERSION

EDWARD DONALD WILSON
B. A., University of Victoria, 1975

A One-Course Project
Submitted to the Faculty of Education
of The University of Lethbridge
in Partial Fulfillment of the
Requirements for the Degree

MASTER OF EDUCATION

LETHBRIDGE, ALBERTA
March, 1989
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ABSTRACT

The purpose of this study was to evaluate the effectiveness of an English spelling program that was designed for grade 4 French immersion students. The program involved was intended to be enjoyable for the students. Therefore it included many activities that students would have fun doing. This study compared a French immersion class using this program to one that did not. Three areas were examined, achievement, attitudes, and gender differences.

The spelling program in question, the Fun With Words program, did prove to be an effective one with grade four French immersion students when compared with a more traditional textbook approach. Students were able to retain the words as well as the students using the traditional approach and displayed better attitudes when using the Fun With Words program. Boys using this program seemed to find spelling more enjoyable but showed no significant difference in their attitudes about spelling when compared to girls using the same program.
ACKNOWLEDGEMENTS

I would like to express my thanks to many people who provided me with a great deal of assistance, cooperation, and understanding. I would first like to thank my two advisors, Michael Pollard and Peter Heffernan. Michael's patience and support were always a positive influence on me. He was able to give me much of his time and many good ideas that were of great help in completing this study. Through him I was able to see what I was capable of doing.

Next, I would like to thank my wife, Lynn. It was she who read and re-read transcripts of this project in order to revise it and proofread it. She, too, demonstrated extreme patience with me in the completion of this project, providing me with needed support and encouragement.

Two teachers need special mention, Carole Losier and Pauline Chabot. They provided me with a control group for my study and administered tests, questionnaires, and surveys without complaint. I certainly appreciate their support and cooperation.

Finally, I would like to thank the students involved in the study. They went through the data
collection process quite eagerly. This involved some cooperation on their part and this, too, I appreciated.
Introduction

Students in an early French immersion program find themselves in a unique situation. They begin school with instruction almost exclusively in a foreign language. Studies show that these students are able to transfer much of what they have learned in French to English when it is eventually introduced into their formal schooling in either grade 2 or 3, (Genesee, Holobow, Lambert, Cleghorn, & Walling, 1985; Lapkin, 1982; Simpson & Stewart, 1981; Swain & Barik, 1976). This includes many reading, writing, speaking, and listening skills (Genesee et al., 1985). As a result, the French immersion student quickly performs at par with his/her regular English program counterparts in many areas of language arts. These same studies point out that the area in which the least amount of transfer between the languages occurs is in the area of spelling. When students are exposed to formal spelling instruction in English, initially, they experience considerable difficulty. Although many similarities exist between French and English spelling patterns, there are enough differences to make this aspect of the English language arts program more difficult to acquire for immersion students. They are not able to transfer
many of the spelling conventions that they have already learned in French to the study of English spelling.

French immersion students, then, need an effective and challenging method of spelling instruction when English language arts is introduced into their education. It must be effective because these students are behind students of the same age and grade in regular English classrooms. They need to learn to spell words that are at their grade level in order to use them in their writing. They are faced with the challenge of using appropriate words for their grade without the formal background in school in English spelling. Based on my experience they are often more eager to read and write in English than in French at this level. It is a novelty for them because they have had all of their previous schooling in French.

A spelling program for French immersion students who are beginning to study English should be challenging. Although these students are three years behind their English peers in the area of spelling, it would be inappropriate to start spelling instruction at a beginner level. Students obviously would be disinterested.
An English spelling program for students in French immersion must take three things into account. It must be effective in meeting the particular needs of these students so that they can lessen the gap that exists between them and students in a regular program. Spelling words, then, should be words the students use in their reading and writing. Secondly, the program must be challenging enough to keep students interested who are used to being challenged and who may have high expectations because of the novelty of studying English. Thirdly, it must build on what students already know. This would include what they have already learned in French and what they have acquired as native speakers of English.

Many French immersion programs prefer to use a traditional textbook approach for English spelling instruction. Often they use the same program that the English classes use in their school or school district. These would include Ves Thomas' and Carl Braun's The Canadian Spelling Program or O'Rourke's and McAuliffe's Spell/Write series. These programs present word lists and then provide a series of exercises dealing with the list words. These activities are often dry and meaningless to immersion students. They might include
dividing words into syllables, classifying words by vowel sounds, or producing variations of words by adding prefixes or suffixes. Many of these things are not important for French immersion students beginning to learn English. They have learned many of these skills in French already and are well into the writing process by the time English is introduced into their schooling. Many of the skills taught in traditional spelling programs are repetitious for these students. They need to concentrate on whole words that they can use as a bank to draw from in their own writing. Traditional programs may not be challenging and may not meet the expectations or the needs of these students. A traditional textbook approach certainly does not take into account what the students already know. Students are forced to study a word list whether they know how to spell the words or not. As a result, such programs are not always effective with French immersion students. Students will learn, of course, but do they learn as quickly or as effectively as they would with a program that had their particular needs in mind?

It is my contention that a good spelling program for French immersion students needs to be interesting. This would be true if students enjoyed the activities
involved in the program. Such a program could be based on fun activities that were interesting, useful, and challenging, offering a wide variety of changing activities that would maintain students' enthusiasm and interest.

In this paper I will describe an English spelling program that I have developed for grade 4 French immersion students, (see Appendix A). The program was written with the needs of French immersion students and with the literature I have reviewed in mind. To make the spelling program appealing to the students I chose to use a games approach which includes stories, word puzzles, and secret codes. I will compare this program to a more traditional textbook approach using spelling achievement and attitude as the basis for comparison. I would also like to look at gender differences in the achievement and attitudes of the students using my approach to spelling. Many of the activities in this approach are fun and would be more appealing to boys, in my opinion. These include a detective story and code words. I would like to see if this has an effect on the attitudes and achievement of the boys that use my program. It is my contention that a program which
is effective, enjoyable, and challenging will produce better spellers whose attitudes are more positive.

Literature Review

When reviewing the literature for this study I looked at two separate areas. First, I looked at research dealing with spelling in general. Secondly, I reviewed research that dealt with English instruction in French immersion programs.

Lum and Morton (1982) state that a whole word approach is essential to any spelling program. They compared two grade 2 classes. One used SRA's Spelling Mastery program and the other used Nelson's Spelling in Language Arts. The students were given the Wide Range Achievement Test, the Test of Written Spelling, and the Slosson Oral Reading Tests. The results were analyzed using an analysis of covariance design. Spelling Mastery produced better gains. In this program students received a direct approach where whole words were presented with some phonemic and morphemic methods as well. In their study they state that the most crucial time for spelling instruction is at the beginning of formal instruction.

DiStephano and Haggerty (1985) take a more general look at spelling instruction. By comparing different
instructional techniques to determine what was effective, they found that the first step to teaching spelling is to let students experiment and not worry about proper spelling. This teaches students risk-taking and generalization. They recommend two word sources for spelling, children's writing and high frequency word lists.

Much of what DiStephano and Haggerty say deals with the process involved in spelling programs. They recommend a pretest - activities - posttest pattern, spending from twelve to fifteen minutes a day on spelling. They recommend that all the words be used in each activity. These activities should be fun-type activities, including word searches, puzzles, and fill in the blanks, but the importance of meaning should be stressed.

Graham (1983) agrees with much of what DiStephano and Haggerty report. He states that a very important source of spelling words is student writing, "The core of a proposed program should consist of the words most frequently used by children in their own writing." (p. 562). He sees the major objective of a spelling program as teaching students to spell words they use in their writing by helping them become proficient at
standard spelling. Graham also agrees with other points DiStephano and Haggerty put forward. He feels that spelling games and pretests are important and feels that 60 to 75 minutes per week should be spent on spelling, corresponding to DiStephano and Haggerty's 12 to 15 minutes a day.

Graham emphasizes several important aspects in a good spelling program. He supports a basic spelling vocabulary. Spelling instruction should be individualized, with students correcting their own errors. Spelling instruction must be planned, monitored, and modified on the basis of assessment information. Words should be initially presented in a list or column rather than in sentences. Teachers must provide students with word study techniques and should not present words in syllable form but as whole words. The effectiveness of a spelling program is heavily dependent upon both students' attitudes and teachers' attitudes.

Graham states that unsatisfactory spelling progress may be attributed to one of three factors: a strong influence of commercial programs, not taking individual differences into account, and teachers not taking research into account. According to Graham, two
questions need to be asked when evaluating spelling programs: What should be taught and which skills should receive primary consideration?

In 1981 Simpson and Stewart conducted a study with elementary students where they compared the English syntactic structures of French immersion students to regular English students. They found no overall differences in areas of syntax, "Generally, these students demonstrate 'deficits' in their receptive and expressive English language abilities for the first several years but perform at a level similar to that of their English instructed peers by the third grade." (p. 312). Their study did not take spelling into account, however.

Swain and Barik (1976), however, compared English writing skills of French immersion students and regular English program students. They were compared on the basis of vocabulary skills, technical skills including spelling, and creativity. French immersion students were able to perform at par with their English program counterparts in all areas of English instruction except for spelling by the end of the second year of English language arts. They found a difference in English spelling abilities in French immersion students of
grades 2, 3, and 4 when compared to students in a regular English program. These students invariably made more mistakes in spelling in their writing.

This spelling lag is confirmed by several researchers in the field of French immersion. Lapkin (1982) suggests this lag extends into grade 5 and is a factor in poor writing skills of French immersion students at this level. Genesee, Holobow, Lambert, Cleghorn, and Walling (1985) found that French immersion children achieved parity with English control students by grade 3 in formal testing of English language development, except in spelling, "A lag in spelling has been noted among English students in early total immersion programs." (p. 678).

Genesee and his associates did a three year evaluation of grade 4 English students in Francophone schools. These students began English language arts in grade 4 for two and a half hours a week. They compared an experimental group, consisting of 20 English children from grade 4, and an English control group of 30 children from two other schools where a one year French immersion program was offered. An early immersion class and a regular Francophone class were
also involved in the study to compare results of French language skills.

An English language competency test was given to the experimental group and to the English control group. They were given the Reading Vocabulary, the Reading Comprehension, and the Spelling sections of the Canadian Achievement Test. As well, the students were asked to write a composition for comparison purposes. All tests were administered both in September and again in June.

Spelling was the only test that was below grade level for the experimental group. They lagged behind the English control group in both September and June but had gained some ground in this area by June. The researchers suggest that this is partly due to the fact that many skills are easily transferred from French to English, such as reading, writing, and vocabulary skills, but spelling skills are less transferable.

Designing a Spelling Program

When I started teaching grade 4 French immersion, I saw a need for a better spelling program. The traditional spelling textbook that the school was using, was inappropriate for my students for many of
the reasons already mentioned. The students were bored.

I decided to design my own spelling program that would fit the needs of my particular students. The first step in designing this was to monitor their mistakes. I recorded the mistakes that my students made in their writing and by the end of the school year I had a lengthy word list of 540 words. These words were divided into 35 word lists of 15 words each.

For each word list I came up with a number of activities in which all 15 words were used. Half of the activities were based on word meaning and half were based simply on correctly reproducing the word. These various activities included word scrambles, crosswords, word searches, secret codes, alphabetical order, sentence composing, and a cloze activity that is part of a continuing story (see Appendix A). Each unit follows a pretest-activities-posttest pattern.

The 35 units make up my Fun With Words spelling program. The emphasis is on learning through enjoyment. Consequently the majority of learning activities are fun activities for grade 4 students. I feel that if students enjoy what they are doing they
will have more positive attitudes toward learning and more learning will take place.

The program reflects many of my own ideas of immersion teaching based on my own experience with these students. It also reflects much of the research done in the areas of spelling and French immersion. The source of all words used was grade four writing, making it appropriate and useful. The program stresses a pretest-activities-posttest pattern. Whole words are presented through a games approach in which all the words are used in each activity. The program presents a basic spelling vocabulary in list form. Through the activities the importance of meaning is stressed. The activities are designed to take from 12 to 15 minutes per day. All of these points are consistent with the research findings of the studies outlined earlier.

Students' attitudes toward the program were very positive. They enjoyed the planned activities and showed genuine enthusiasm for spelling class. They were eager to do spelling and looked forward to each new word list every week.

Research Questions

The research that I carried out based on my Fun With Words spelling program was centered around one
major question and two minor ones. The major question that needed to be answered was whether this particular program was more effective than a traditional one for grade 4 French immersion students. I saw an effective program as one that resulted in students learning the spelling of the target words and retaining this knowledge. Also implied in an effective spelling program, in my opinion, is the fostering of positive attitudes toward spelling. Students need to feel good about learning to spell and about the method that allows them to do this.

Two smaller questions, then, were implied in the major question of effectiveness. Were French immersion students using this spelling program better spellers than those who used an alternate program? Did these students have a better attitude toward spelling than students using an alternate program?

Another area that I wanted to look at was that of gender differences in the rates of success for the reasons outlined earlier. How did males who used this particular program achieve in comparison to females using the program? Did one group retain the words better or display better attitudes toward spelling than the other?
Research Design

In order to answer these research questions two groups were established for comparison purposes. The experimental group consisted of 19 grade 4 immersion students, 13 girls and 6 boys. They were in their second year of English instruction, having started with 20% English instruction in grade 3, which continued into grade 4. The group was quite high achieving based on my own observations during instruction and on their records from previous years but had had minimal exposure to English spelling instruction in grade 3. They were a class that showed above average ability overall, having performed at this level on standardized achievement tests. As a group, they were interested in learning and they showed this in their response to the spelling program over the course of the year. They seemed to enjoy working on spelling. The entire class was involved in my research.

The control group consisted of 13 grade 4 immersion students from a separate school, 7 girls and 6 boys. Of a class of 22 students, 13 participated in my research. These 13, however, seemed to be well matched to the control group at first glance, as they showed a genuine interest in learning and seemed to
exhibit above average overall ability as well. This particular group was in its third year of English instruction. They had begun English for 20% of the school day in grade two and had continued this time allotment into grade 4. In grade 2 the group received very little spelling instruction but had received considerably more in grade 3. Consequently, they had received one additional year of English language arts instruction, including spelling, than the experimental group. The students in the control group were not using the Fun With Words program but used the Spell/Write program all year. It is important to note that both groups received an equal amount of English instruction in the current grade.

It is necessary here to describe the Spell/Write program used by the control group in order to make an accurate comparison with the Fun With Words program that the experimental group used. Again, the focus of the Fun With Words program was learning spelling through enjoyment. The program consists of word lists that are learned through various activities that stress enjoyment. These include crossword puzzles, word searches, stories, and codes. Emphasis is placed both on correctly reproducing the words and on the meaning
of these words. The Spell/Write program includes some activities that could be considered fun. These include codes and crosswords. These occur only occasionally and do not form the basis of the program as they do in Fun With Words. Much emphasis is placed on phonetics in the Spell/Write series. Students are asked to find homonyms for list words and are often asked only to reproduce letters that would give certain sounds rather than whole words. Not all of the list words have to be reproduced for each activity in the Spell/Write program. The program also has a writing component, dealing with correct handwriting techniques. The major differences between the two programs, then, are: Fun With Words uses fun activities as a vehicle for learning spelling, it concentrates on whole words whereas Spell/Write uses a more phonetic approach, Spell/Write does not reproduce all of the list words in each activity but Fun With Words does, and Spell/Write incorporates a handwriting component in its program. Each unit list of the Spell/Write program is made up of eighteen words. These words are grouped phonetically with words with similar vowel sounds or with similar endings appearing in the same list. There does not seem to be any correlation between lists. In the Fun
With Words program there are fifteen words to a list. These are often grouped thematically with lists for school, Halloween, Christmas, winter, and spring. Homonyms or variations of words appear in succeeding lists. Students might learn "know" in one list and "knew" in the next. It would seem that in both programs it would take about the same time to complete each unit.

Several issues needed to be addressed, then. First, I had to determine how well the two groups were matched. Secondly, they needed to be compared as far as retention of spelling words was concerned. Thirdly, a comparison had to be done on the two groups' attitudes about spelling. Finally there was the question of gender rate of success in relation to my particular program.

In order to determine how well matched the two groups were, in overall abilities, the Edmonton Public Schools Mathematics Survey test - Grade 4 (part 1) was administered and the results were compared. The Edmonton test is a standardized math test at the grade 4 level based on the Alberta curriculum. It is intended to measure a student's overall ability in
mathematics. The test was a bilingual test in that each question was written in both English and French.

The second measurement involved administering a spelling test of fifty words to each group. These words were taken from the two programs that the two classes used. Fifty words were identified that appeared in both programs and these were dictated to the two groups at the end of the school year to insure that the words had been covered in the respective programs (see Appendix B).

To assess the attitudes of the students in the two groups, an attitude survey was developed based on a survey developed by V. R. Nyberg and S. C. T. Clarke (1982) at the University of Alberta and one developed by Educational Service District 189 in Mt. Vernon, Washington (Hartl, 1976). This survey consisted of both quantitative and qualitative types of questions (see Appendix C). The quantitative data consisted of a Likert scale where students had to indicate what their attitudes were toward spelling on a five point scale. The qualitative data consisted of questions related to affective areas of spelling where students had to express opinions or feelings. This portion also
involved writing a short paragraph by the students (see Appendix D).

All data collection instruments were administered to both groups at approximately the same time. This was done in the month of June. In this way both groups were at the same place as far as covering the material was concerned. In addition it was felt that by doing the testing at the end of the school year, both groups would have more or less finished both the math and spelling programs.

Data Collection and Analysis

The first test administered to both groups was the Edmonton math test. This test consisted of 30 multiple choice type questions and the highest possible score was 30. Students had a time limit of 40 minutes to complete the test. All students in both groups were able to finish the test within the time constraints, however. Again, both groups completed this test in June when their respective math programs were more or less completed.

A t-test was done to compare the scores of the two groups to determine how well matched they were for the other tests that were to follow. The mean scores of
Table 1

A Comparison of Group Math Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>13</td>
<td>18.846</td>
<td>7.221</td>
<td>2.003</td>
</tr>
<tr>
<td>Experimental</td>
<td>19</td>
<td>16.684</td>
<td>4.691</td>
<td>1.076</td>
</tr>
</tbody>
</table>

The two groups were compared using the t-test as the test statistic (see Table 1). The results of the Math test were used to determine the comparability of the two classes in general overall ability and whether further analysis would require covariance. The results show no significant difference between the two groups ($t = 1.03$, $df = 30$, $p > .05$). This would indicate that the two groups were well matched as far as abilities were concerned and the further results could be compared by simple t-test comparisons and without additional analysis of covariance.

In comparing the two groups as far as spelling achievement was concerned (see table 2), the control group achieved slightly higher than the experimental group. The data shows no significant difference between the two ($t = 0.53$, $df = 30$, $p > .05$). This indicates that despite having had one less year of English language arts instruction, the experimental
Table 2

A Comparison of Group Spelling Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean:</th>
<th>Std. Dev.:</th>
<th>Std. Error:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>13</td>
<td>39.692</td>
<td>9.077</td>
<td>2.518</td>
</tr>
<tr>
<td>Experimental</td>
<td>19</td>
<td>37.895</td>
<td>9.62</td>
<td>2.207</td>
</tr>
</tbody>
</table>

The experimental group was achieving at a level comparable to that of the control group in spelling.

There was also no significant difference between the two groups in the quantitative portion of the spelling attitude surveys ($t = 1.44, df = 30, p > .05$). These results by themselves show that both groups had similar attitudes towards their respective spelling instruction and programs (see table 3).

In looking at the qualitative data that was collected on the surveys, however, the experimental group seems to be much more involved and enthused about the spelling instruction they received (see Appendix D). It is important to note that students in this group had much more positive feelings about their spelling abilities. Only two out of nineteen indicated that they were not good spellers. This is compared to five out of thirteen in the control group.
Table 3

A Comparison of Group Attitudes

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean:</th>
<th>Std. Dev.:</th>
<th>Std. Error:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>13</td>
<td>56.385</td>
<td>8.211</td>
<td>2.277</td>
</tr>
<tr>
<td>Experimental</td>
<td>19</td>
<td>60</td>
<td>6</td>
<td>1.376</td>
</tr>
</tbody>
</table>

When asked how spelling could help them now, the students in both groups were fairly consistent, once again. Most of them mentioned that it helped them with reading and writing. Some indicated that studying spelling helped them with their school grades.

When asked how spelling could help them in the future, both groups were fairly consistent. Almost all answers dealt with how spelling could help them in their jobs. Some students, though, felt that spelling instruction could help them with their later schooling.

In the question dealing with suggestions for improving the spelling program, the two groups differed slightly. The experimental group mentioned specific activities that they felt would fit in with the program because these were fun. These included adding hangman as an activity, spelling bees, and illustrations. Some students in this group felt that sections could be modified to improve them. In the control group,
students felt that the program needed to include some games. They also felt that the words needed to be more difficult and that they needed to write more with the words in the program. None of these concerns were raised with the experimental group.

The greatest amount of disparity between the two groups became evident in the paragraph on spelling. Without exception the experimental group stressed positive feelings about spelling. The overall impression expressed was that the students enjoyed the program and had fun with the different activities. They mentioned specific activities that they liked best. The overall attitude was positive and supportive of the Fun With Words program. Most students indicated that they thought it was fun. Sixteen out of nineteen students indicated either that they liked spelling or that they found it fun. Many alluded to the fact that they liked the way that the program was made up because of the enjoyable activities.

These same feelings were not expressed by the control group. Very few of these students indicated that their program was fun. Some did say that they "loved it" but there were many more negative types of attitudes that came out in this group. Several
students felt that the program was too difficult and one felt that it was too easy. A good portion of this group indicated that they felt the program was boring, long, and repetitive. Two students had nothing to say about the program. This might indicate disinterest on their part. One student said that a few lessons were not too bad. Another student found the program to be too long. Overall these feelings were much more negative in comparison to the experimental group. Of the thirteen students surveyed, six had negative things to say about the program.

One more aspect of the spelling data needs to be looked at for the experimental group. Are there any differences between male and female spellers using the Fun With Words program?

On the fifty word spelling test there was no significant difference between the two groups \( (t = 1.88, \text{df} = 17, p > .05) \), however, the differences approached significance (see table 4). It is important to note that the female students achieved a mean that was eight points higher than the mean of the male students in the group.

In the Likert scale portion of the spelling survey there was no significant difference between the males
Table 4

Gender Differences and Spelling Achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>13</td>
<td>40.538</td>
<td>8.752</td>
<td>2.427</td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>32.167</td>
<td>9.579</td>
<td>3.911</td>
</tr>
</tbody>
</table>

and the females of the experimental group ($t = 0.57$, df = 17, $p > .05$). Both groups exhibit good attitudes about the Fun With Words program (see table 5) but the boys have a slightly higher mean despite achieving at a lower level than the girls.

On the second portion of the spelling survey that asked for more subjective answers there was not a great deal of difference in the answers of the boys when compared to the girls. They had similar feelings about how good their spelling abilities were and they gave similar reasons about how spelling was helping them now and how it could help them in the future. The boys had specific suggestions about how to improve the spelling program when compared to the girls. They particularly liked the activity that involved filling in the spelling words for the continuing detective story. They almost all felt that there should be more activities like this. Overall, the boys were also much
Table 5

Gender Differences and Attitudes Toward Spelling

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>13</td>
<td>59.462</td>
<td>6.105</td>
<td>1.693</td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>61.167</td>
<td>6.145</td>
<td>2.509</td>
</tr>
</tbody>
</table>

Interpretation

When both the control group and the experimental group were given the Edmonton math test, there was no significant difference between the two groups. The two groups, then, were comparable academically. The other results, then, would not have to be analyzed using an analysis of covariance design and the two groups could be compared by simple t-tests.

On the 50 word spelling test that was administered to both groups, there was no significant difference...
between the two groups. This is very important considering that the control group has had one additional year of English language arts instruction than the experimental group. Both groups, however, are at similar ability levels according to these statistics.

In looking at the data relating to the attitudes of the two groups, one gets a totally different picture. On the objective portion of the attitude survey no significant difference was found between the two groups. When looking at the means, though, we can see that the experimental group achieved a mean that was 3.615 points higher than that of the control group. These students felt slightly better about spelling than the students in the control group, overall. This is reinforced by studying the results of the second portion of this instrument. When asked to express their feelings about spelling, the experimental group was a great deal more positive than the control group. The students in this group enjoyed spelling instruction much more. This will probably translate into better spelling achievement in the future with continued use of programs like the Fun With Words program.
Table 6

Gender Differences and Math Scores

<table>
<thead>
<tr>
<th>Group</th>
<th>Count</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>13</td>
<td>16.692</td>
<td>4.803</td>
<td>1.332</td>
</tr>
<tr>
<td>M</td>
<td>6</td>
<td>16.667</td>
<td>4.885</td>
<td>1.994</td>
</tr>
</tbody>
</table>

In looking at the gender rate of success/attitudinal differences of the experimental group, one can see some disparity in the results. First of all, there was no significant difference between the scores of the boys when compared to the scores of the girls on the Edmonton math tests (see table 6). There was also no significant difference between the spelling achievement of the boys and the girls. However, if we look at the means of the two groups we see that the girls scored considerably higher on the spelling test with a difference of 8.371 out of 50. This would indicate that, overall, the girls are better spellers. In the attitude survey the boys scored slightly higher than did the girls on the objective part, but there was no significant difference between the two. On the more subjective portion of the questionnaire, both genders reported positive attitudes toward spelling. The boys were more specific about
what aspects of the program they liked. Most liked the story portion. This was an adventure story that, perhaps, would be more appealing to the boys.

In summary, then, there were no significant differences in spelling achievement between the two groups despite the fact that the control group had received one additional year of English language arts instruction, including spelling. Although achieving at similar levels as the experimental group, though, the control group did not exhibit as positive attitudes as the experimental group. The boys in the experimental group found spelling more enjoyable but showed no significant difference when compared to the girls in spelling achievement. The girls did have a slightly higher mean than the boys on this measure, though.

Conclusion

In conclusion the findings clearly show that there is no significant difference in spelling achievement between the students who used the Fun With Words program and the students who used the Spell/Write program. The experimental group and the control group have similar abilities in retaining spelling words, then, despite the fact that the control group has had one additional year of English language arts
instruction. At the end of grade 4 both groups were shown to have similar abilities at word retention despite the fact that they did not necessarily begin the year with similar abilities because of the extra year of English instruction in the control group. With this in mind, then, the Fun With Words program is indeed effective at helping students retain spelling words in comparison to the Spell/Write program.

The Fun With Words program, clearly, does promote better attitudes when compared with the Spell/Write program. Students are more enthused about spelling and find the activities to be more fun. They are much more involved with the spelling program because they enjoy it and find it fun. It is important to note that students in the experimental group in general feel more positive about their spelling ability when compared to the control group. In the experimental group only two out of nineteen students indicated that they were not good spellers compared to five out of thirteen for the control group. These findings might explain the fact that no significant difference exists between the two groups in spelling achievement despite the control group's additional year of English instruction. The better attitudes of the experimental group could
possibly be translated into gains in the area of spelling achievement. It would seem that these more positive attitudes have paid off for these students.

When comparing boys to girls in the experimental group, we can see that the boys had better attitudes toward spelling. They found the activities much more appealing. However, there is no evidence in this study that shows better spelling achievement because of these better attitudes. Much additional information would need to be collected to come to any conclusions about this aspect. It would be important to know how the students achieved in the past and how much gain they would make in the future. If we look at the results of the spelling achievement of the two classes, though, we can see that attitudes could have a big bearing on spelling achievement and that possibly the boys will show bigger gains in achievement in the future if a program like the Fun With Words program is used because of these better attitudes. Boys responded more favourably to the program and this is worth noting. The program is more appealing to them. The story portion, a mystery detective story, was more interesting to the boys and they seemed to enjoy it
more. This could account for their more positive attitudes, as well.

I can see that there is a need for further study. If students were to continue to use an approach similar to the Fun With Words approach, would the better attitudes displayed result in bigger achievement gains? How would the group using the Fun With Words program fare against a group that had received the same amount of English instruction, but with a different program?

I think that it is important to return to the research questions that I asked to determine the usefulness of this study. Is the Fun With Words program an effective spelling program for grade 4 French immersion students? Are students using this program better spellers compared to students using a more traditional program? Do they have a better attitude toward spelling? The students in the experimental group did very well in comparison with the control group. They certainly were more enthusiastic about what they were doing in spelling and displayed more positive attitudes about spelling instruction. Considering the backgrounds of the two groups, it would seem that these students have made bigger gains in spelling since the introduction of English language
arts into their schooling. It would seem, then, that the Fun With Words program is, indeed, an effective program for these students.
References


Appendix A

The Fun With Words Spelling Program

FUN WITH WORDS

List 1 (School Days)

pencil
recess
questions
tests
answer
school
subjects
computers
teach
class
count
desk
fraction
learned
phrases

1. Can you unscramble the list words that are below?

wrsnae
rsshape
lcpine
seqteiuno
 ttsse
ntcuo
deernal
 cesres
 kesd
tnoacfir
 slsca
htcae
lohoc
mtprcsueo
 eusstcjb

2. Word Search – Write the answer to the clues and then find the words in
the word search.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ½ is one of these.</td>
<td>10. The room you are in now.</td>
</tr>
<tr>
<td>2. Students don't like these.</td>
<td>11. Science and Math are these.</td>
</tr>
<tr>
<td>3. Something you write with.</td>
<td>12. You get this when you ask a question.</td>
</tr>
<tr>
<td>5. What teachers do.</td>
<td>14. These are smart machines.</td>
</tr>
<tr>
<td>6. What students did.</td>
<td>15. Where a student works at.</td>
</tr>
<tr>
<td>7. You ask these.</td>
<td></td>
</tr>
<tr>
<td>8. Students love this.</td>
<td></td>
</tr>
<tr>
<td>9. The building you are in right now.</td>
<td></td>
</tr>
</tbody>
</table>
3. Below is chapter one of a continuing story. You will notice that there are some words missing. These blanks can be filled with words from list 1.

**THE GREAT DREAMER**

**Chapter One - Garlin Greebley**

Garlin Greebley was an ordinary boy of ten. He liked the same things as other kids his age. But he was especially happy when the beginning of September came along because it meant that ______________ was going to start. He liked everything about school.

Garlin liked the things that other kids liked. He looked forward to 10:15 as it was ___________ time. He would put his ___________ down when he heard the bell and race out the door before the rest of the ________ had closed their books. Garlin liked to play on the ___________, playing various games and solving problems. Garlin was very good at grammar. He could easily break a sentence down into ______________. He could answer all the ______________ in English period. Garlin _______________ things very easily but he found Math the easiest.

Math was one of Garlin's favorite ___________. In fact it was his favorite subject. He even liked Math ___________ which the other kids hated. He could ___________ up to a million. He knew every ___________ from $\frac{1}{2}$ to $\frac{1}{100}$. He knew every ___________ to every question. Why did he like Math so much? It was not because he was so good at it. It was because of the way Mr. Smith had decided to ___________ it. Every day Mr. Smith would give one period of explanations and one period of seat work. Garlin could finish this work in five minutes and then he could sit at his ___________ and dream.

Garlin could dream for twenty-five minutes every day. He would go on the most fantastic adventures this year, riding on the waves of his imagination. All because of Math. Yes, Garlin Greebley was almost an ordinary boy, but he was special during Math period.
4. Code Word - Below is a secret code that Garlin made up during Math class one day. Can you tell which list word he is spelling each time?

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9. □ □ □ □ □ □ □
10. □ □ □ □ □ □ □
11. □ □ □ □ □ □ □
12. □ □ □ □ □ □ □
13. □ □ □ □ □ □ □
14. □ □ □ □ □ □ □
15. □ □ □ □ □ □ □

5. Write the list words in alphabetical order in the spaces provided below.

6. Dictionary - Write a definition for each of the list words in the spaces provided on the following page. If you cannot think of a definition, write a sentence with each word used correctly.

7. Unit spelling test.
1. Can you unscramble the list words that are below?

- griobn
- truepisc
- nnowko
- licipes
- narg
- narg
- trees
- sseahw
- lfal
- swonk
- azips
- pssocma
- hhrutog
- lalaytc
- eedcfirfn
- dummie

2. Crossword Puzzle.

ACROSS
2. He is aware = He
3. What she does with soap and water.
6. Something that tells direction.
8. Something that is not the same.
15. A homonym for threw.

DOWN
1. Something you have already learned is this.
4. Not ordinary.
5. Some artists do this.
7. This is good to eat.
9. Another word for Autumn.
10. What the bell did last period.
11. What you do with a steering wheel.
12. Something that isn't interesting.
Chapter Two - Inspector Greebley

Today was the second day of school. Finally things would get exciting after such a___________ summer. ____________the month of July wasn't that bad. But Garlin was ready for his___________adventure when the bell ____________for the second Math class. Garlin whipped through his seat work in record time and then started imagining....

Inspector Greebley of Scotland Yard in London was on a big case. A___________had been stolen from the London Art Museum. This statue was no ordinary sculpture, the big___________being the incredible sapphire in one of its eyes. It was the well___________"Blue Cougar", the biggest sapphire in the world.

As everyone___________, a detective's first job is to look for clues. Did anything___________from the sculpture or from the thief that could help the inspector? Greebley looked everywhere. As he was passing___________a doorway, he saw a small slip of paper. On it was written a secret combination to a locking door to the main exhibit room. The note was on the back of a bill from a___________parlour, "Pepi's Pizza Palace." On the other side was an order for a___________pepperoni pizza.

It was not much to go on but it was all Greebley had. He jumped onto his ten speed and began to___________his way through the busy London traffic when it began to drizzle. Pepi's was on the north side of town. Our hero took out his pocket___________to find the right direction. As he did this a real downpour started. Our hero better head for cover before he___________away. Pepi's Pizza Palace will have to wait.

4. Code Word - Try to crack the secret number code that police inspectors sometimes use. The numbers above the letters should help you.

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</tr>
</tbody>
</table>
5. Alphabetical Order

6. Dictionary

7. Unit Test
List 3

gave
landed
about
pennies
kept
married
because
I'll
had
cabbage
jail
dagger
favors
eating

1. Word Scramble

dah__________________________
sgan__________________________
tobau__________________________
l'll__________________________
alij__________________________
spinene__________________________
vage__________________________
agacebb__________________________
tkpe__________________________
ragged__________________________
deadin__________________________
gitean__________________________
sebcuae__________________________
torivfae__________________________
dearimr__________________________

2. Word Search

AQEATINGCPB
OSTRDLKKEKME
HAIIJSEAC
NNRGDAHUPRA
ABOUTJNETRU
GAVEMBKDLIS
SCABBAGEEEE
NIFFREGGADT

1. Something you like better than anything else is this. ____________
2. Our story is ______ Garlin Greebly.
3. A contraction of I will. ____________
4. Another word for prison. ____________
6. Someone who always complains does this. ____________
7. If you are a husband or a wife, you are ____________
8. There are 100 in a dollar. ____________
9. A green vegetable used in coleslaw. ____________
10. The past form of keep. ____________
11. The past form of give. ____________
12. The past form of have. ____________
13. This is like a knife. ____________
14. This is what the plane did after its flight. ____________
15. At supper you should be doing this. ____________
Chapter Three - Pepi's Pizza Palace

As soon as the downpour started, Inspector Greebley ducked into a little grocery store— he did not want to get wet. He decided to buy a________________ to make coleslaw for supper. It was 14¢ so he__________ the lady fourteen________________. By this time the rain______________ stopped and Garlin went on his way.

With the help of his trusty compass, the hard working inspector was at Pepi's in half an hour. It was a small, sleazy little restaurant which seemed just right for the criminal element. There were several suspicious looking characters. At the dimly lit counter was a lady dressed in scarlet who___________ looking at Greebley. She had a scarlet hat, a scarlet dress, and scarlet shoes. She was sipping on a strawberry soda.

Acting normal, the inspector walked up to a greasy looking man behind the till and ordered a sardine pizza. It was his________________ kind. He showed the bill to Pepi, the greasy character, and asked some questions__________ it. Greebley knew that someone who worked at the museum had given the combination to the thief. He was wondering if Pepi had seen them in his restaurant. Pepi refused to even consider helping and Greebley went to find a table.

Before the inspector began______________ his pizza someone tapped him on the shoulder. It was the scarlet lady.

"_____________________ help you, bub, for a slice of pizza," she said. Of course Inspector Greebley agreed.

"I met a lady when I was in ____________ for robbery. She used to work at the museum. She_______________ a bimbo who______________ her all the time about getting information from her old workmates. They were in here two weeks ago."

Before she could say anymore, the lights went out and something___________ on Greebley's table. When the lights went back on, he saw that it was a knife, or rather a__________ with a note attached. The scarlet lady was gone and something struck Greebley over the head.

Oh oh! It was Mr. Smith's ruler he felt. Math was over and they were almost finished Science too. Garlin was in big trouble.
Make up your own code for the list words. Write each word in your secret code. To help your teacher, explain how your code works in the rectangle.

5. Alphabetical Order

6. Dictionary

7. Unit Test
Make up your own code for the list words. Write each word in your secret code. To help your teacher, explain how your code works in the rectangle.

5. Alphabetic Order

6. Dictionary

7. Unit Test
FUN WITH WORDS

List 4
middle
whether
again
knew
watched
both
plane
thumb
chapter
knife
calculators
step
leaves
cloak
do

1. Word Scramble

hheerwt__________________
aangi_______________________
hwtdcae__________________
mutbh_______________________
llaaccurtsso__________________
vealse_______________________
pets_______________________
enlap_______________________
dideml_______________________
ekwn_______________________
fekni_______________________
od_______________________
colak_______________________
trachep_______________________
hotb_______________________

2. Crossword Puzzle

ACROSS
1. A part of a novel.
3. These help us do Math.
6. Two of them.
8. Once More.
9. It is sharp and cuts.
11. Today we watch. Yesterday we ______.
12. Yesterday we did. Today we______.
13. ______or not you like it, do it anyways.

DOWN
2. You have four fingers and one______ on a hand.
3. It sometimes has a hood.
4. You do this when you walk.
5. A tree usually has these, but not in autumn or winter.
9. Today I know. Yesterday I______.
10. The centre.
3. THE GREAT DREAMER

Chapter Three (continued)

Poor Garlin. He missed Math and Science because he was dreaming. He is in big trouble. 4 of his adventure will have to wait. He would get caught sooner or later. What will Mr. Smith to him? If only he hadn't missed Science too. He had all of his math done and had every of the exercise done correctly. The other students had used to figure out their answers and he hadn't. Surely Mr. Smith would take that into account.

Mr. Smith was not happy though. He liked Garlin because he was a good student but he did not like to find anyone doing absolutely nothing in the of his Science period his work was done or not. He had Garlin for ten minutes before he intervened. When a student the real world for an imaginary adventure during school time, something must be done. Mr. Smith could not keep Garlin after school as it was Friday and he had to catch to Calgary for a teachers' conference. As a general rule of though, Mr. Smith liked to make examples of students he caught.

Poor Garlin. He was sent to the room at the back of the class. He sat on a stool among all the coats and boots. He was not unhappy though, for there in the privacy of the cloakroom he could imagine again. He thought of himself as the great inspector once more. He thought of the on the table at Pepi's and the missing Scarlet lady. Nothing could interfere with his thoughts in the darkness of the cloakroom for the rest of the day.

4. Code Word

<table>
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<tr>
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</table>

1. \( \sqrt{\Box} \) 2. \( \Box \) 3. \( <\Box>\) 4. \( \Box \) 5. \( \Box \) 6. \( \Box \) 7. \( >\Box<\Box\) 8. \( \Box \)
5. Alphabetical Order

__________________________
__________________________
__________________________
__________________________
__________________________

6. Dictionary

7. Unit Test
**List 5**

- all
- bottle
- clothes
- double
- found
- second
- autumn
- kleenex
- weather
- keep
- potatoes
- sucking
- month
- time
- still

1. **Word Scramble**

   - eexknl__________________________
   - hntmo__________________________
   - dnfuo__________________________
   - ttoopsea________________________
   - lal__________________________
   - muunta__________________________
   - mite__________________________
   - ittebo__________________________
   - peek__________________________
   - slotech__________________________
   - lilts__________________________
   - tearewh__________________________
   - dosenc__________________________
   - lubedo__________________________
   - kagnciu__________________________

2. **Word Search**

   - REHTAEWANJ
   - DOUBLEIMSO
   - STILLKUEEL
   - MONTHTCBOC
   - EDTFUOMNTL
   - HOIANCXPAO
   - BGMDNUOFTT
   - FEEKUTSQOH
   - SUCKINGRPE
   - LVXENEELKS

1. If you are looking for something, hopefully it will become this. ______________
2. The opposite of none. ______________
3. Something that isn't moving. ______________
4. What a clock tells us. ______________
5. A season. ______________
6. Ketchup comes in this. ______________
7. An opposite of share. ______________
8. Two together. ______________
9. March is one. ______________
10. After first. ______________
11. What people wear. ______________
12. You can blow your nose with this. ______________
13. You make French fries with these. ______________
14. Babies like doing this to thumbs. ______________
15. In winter this is sometimes bad. ______________
Inspector Greebley was rather in a bind. He had lost the lady in scarlet, his only information source. He had the dagger and the note, however, and a most peculiar note it was. The note was written on a yellow napkin that someone had used to clean lipstick from her lips. The imprint of a woman's lips were on the kleenex. The lipstick was a deep red. The note, written in red pen, said, "I will see you later." Greebley felt for sure it was from the scarlet lady who obviously did not feel safe. But why the dagger?

Greebley no more information at Pepi's. No one would even to answer his questions. The scarlet lady was his only hope of recovering the "Blue Cougar". of his questions remained unanswered.

As the inspector left Pepi's the had become miserable again. It was the of October and as was usual for the weather would changing every minute. Greebley headed off on his bike but soon it began to pour for the time that day. For the second time Greebley stopped in a little shop to wait for it to stop. This time he bought which he would mash for supper along with roast beef.

As the rain had not stopped, the inspector decided to go to the cafe next door for a quick of root beer. He bought a newspaper while he was waiting. As he on the straw of his root beer, he read about the stealing of the famous "Blue Cougar" sapphire and how it was the crime of the century. How he wished he could solve it. He seemed to be at a dead end without the scarlet lady.

But what was he thinking of? He did have three clues: two notes and a dagger. If he left on the, rain or no rain, he could get to the lab before it closed and have these examined. He had twenty minutes to make it.
4. Code Word

1 2 3 4 5 6 7 7 2 8 5 7 2

K E Y W O R D D E C O D E

7 5 9 10 11 2

10 5 16 16 11 2

17 5 16 18 16 5 2 12

12 2 8 5 14 7

14 9 16 9 19 14

19 5 14 16 20

5. Alphabetical Order

6. Dictionary

7. Unit Test.
List 6

doubtful
to
Thanksgiving
your
always
Britain
pouring
knocked
settled
coach
more
sudden
friend
stir
jump

1. Word Scramble

eettcls__________________________

thiinra__________________________
grimupo__________________________
royu______________________________
ermo______________________________
derfini____________________________
ubofult___________________________
ot_______________________________
ggiinnkvstha______________________
musded___________________________
sasylw___________________________
mupj______________________________
hacco____________________________
dkkceon__________________________
rits______________________________

2. Crossword Puzzle

ACROSS

2. She_____at the door.
5. The opposite of never.
7. A holiday in October.
10. Someone you play with.
11. What the pioneers did in Western Canada.
15. It belongs to you.

DOWN

1. Raining really hard.
4. He runs a team.
6. To mix with a spoon.
8. All of a______.
9. Not less.
12. Too, two, _____.
Inspector Greebley did not even finish his root beer. He ran out of the cafe and caught a ____________ to Scotland Yard. There were coaches and horses all over ____________. It was ____________ that Garlin could make it in time but he had to try. He only had twenty minutes. If he could make it, Clarence Trendbiner would help him. He was a good ____________ of Garlin's.

The coach arrived just in time. Garlin paid the driver before they stopped so he would be able to ____________ as quick as possible. He ran ____________ the door of the lab and ____________.

Clarence answered the door and seemed glad to see Garlin, although he knew that when Garlin showed up this late on a Friday it ____________ meant extra work. Garlin was glad to get out of the ____________ rain. It seemed that Clarence was staying late anyway because Monday was ____________ and he wasn't going to work. This holiday was not kept in England but Clarence was from Canada and he always took this day off. He was happy to help his old friend once ____________.

Clarence looked at the three clues. He could not do much with the pizza bill but he did want to examine the other note on the kleenex. He scraped off some of the lipstick. He mixed it with some other liquids and began to ____________ it in a test tube. All of a ____________ a deep red sludge ____________ to the bottom and the whole liquid turned scarlet. All this from only one scraping. Clarence explained that this was probably some of the best lipstick money could buy.

Inspector Greebley was quite excited about this turn of events. This was something he could follow up on. He had not expected this luck but anything could happen when ____________ best friend is a police scientist. There were probably only three stores in all of London who sold such fine lipstick. Clarence had dated the purchase at about two weeks ago. Garlin left the knife with Clarence and left to follow this hot new prospect.
4. Code Word

Can you figure out the following secret code? Garlin had trouble with it but surely you can solve it. Put your solution in the space at the right.

1. doubtful = 23-12-6-25-7-21-6-15
2. to = 7-12
4. your = 2-12-6-9
5. always = 26-15-4-26-2-8
7. pouring = 11-12-6-9-18-13-20
8. knocked = 16-13-12-24-16-22-23
9. settled = 8-22-7-7-15-22-23
10. coach = 24-12-26-24-19
11. more = 14-11-9-22
12. sudden = 8-6-23-23-22-13
14. stir = 8-7-18-9
15. jump = 17-6-14-11

5. Alphabetical Order


6. Dictionary

7. Unit Test
List 7

like
you’re
volleyball
any
break
jokes
too
coffee
near
tale
dress
fight
shell
pretty
stores

1. Word Scramble

1. eecoff____________________
2. ttyrep____________________
3. kiel____________________
4. rane____________________
5. ryueo____________________
6. late____________________
7. llllbyoeva____________________
8. lehsl____________________
9. yna____________________
10. sreds____________________
11. ssrote____________________
12. ksjoe____________________
13. oto____________________
14. htfgi____________________
15. kerba____________________

2. Word Search

J O K E S A N T Y A A
V I B P E U T O O Z
D F T N E T A L E D
X G B R E A K I C R
W C S R D A I K J E
S G P H B P R E E S
H H O N S T O R E S
E T H G I F P U L K M
L E E F F O C Q R Y
L L A B Y E L L O V

1. You + are = ________________
2. A story = a ________________
3. A black hot drink. ________________
4. Do you have___________ apples?
5. A game with a white ball. ________________
6. Also = ________________
7. Opposite of far. ________________
8. Another word for beautiful. ________________
9. To snap in two. ________________
10. Shops = ________________
11. An oyster has this. ________________
12. It is not nice to do this. ________________
13. Opposite of hate. ________________
14. Girls sometimes wear this. ________________
15. We laugh at these. ________________
Inspector Greebley was just about to leave the lab when the cloakroom door opened and there was Mr. Smith. He told Garlin that Henrietta Harbinger had told on him. Garlin had wondered who the tattle-__________was. He had missed recess and gym__________, where the rest had played __________, his favorite game. But when__________on the way to solving a great crime little else matters to you.

Garlin could tell that Mr. Smith felt bad about having left him in the cloakroom all day. He was being very nice, telling Garlin__________trying to make him laugh. He really did__________Garlin. After all he was his prize student. Garlin wasn't upset. He had enjoyed his day and had made a lot of progress at solving the "Blue Cougar" case.

On his way home from school that day, Garlin walked with Erma Finkleduster, the_______girl who sat__________him at school. He told her about Inspector Greebley and the lady in the red__________. Erma was fascinated and agreed to be Garlin's warning system in class if__________problems came up while he was solving his mystery. Both of them were so involved with the story that they didn't even notice the shops they went by on their way home. One of the__________was Garlin's favorite book store.

When Garlin got home his two brothers were having a big__________. One even threw a__________cup at the other. Garlin decided that he needed a__________from the noise. He grabbed a walnut from a bowl, cracked it open, and threw the__________in the garbage. Then he went up to his room.

What a day! His head was sore from all the thinking he had done. Tomorrow was Halloween, a special day for kids. Garlin read for a few minutes and then fell fast asleep without any supper. Of course he dreamed about halloween and how special it was going to be this year.
4. Code Word

<table>
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<th>d</th>
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<td>y</td>
<td>z</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. E J J M |
2. U V N L |
3. V U J > N |
4. T L U |
5. T M U L |
6. F W M P L < V > M |
7. U D L L |
8. U M D L |
9. E N U O L |
10. C U L E |
11. T J < |
12. M D L |
13. A O L E E |
14. L O J N V < |
15. D J > [ | |

5. Alphabetic Order

| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

6. Dictionary

7. Unit Test
1. Word Scramble

- eewwforl
- ilbong
- tagoh
- broctec
- krcti
- eewllhano
- koposy
- ryacs
- htwcsei
- riacstes
- sstromme
- dhenatu
- ttgrniac
- eesnktlo
- emutsoo

Across
2. Something that frightens us is this.
3. Frankenstein and Dracula are these.
7. Half man, half wolf.
8. A bone man.
10. A disguise we wear.
11. Something you teach your dog.
13. We went trick or on halloween.
15. They make magic potions and spells.

Down
1. October 31.
4. Kind of like scary.
5. The most scary.
6. An invisible dead person.
9. The month that halloween is in.
12. Sometimes we think old houses are this.
3. THE GREAT DREAMER

Chapter Six - Happy Halloween

Garlin liked ___________ because he got to use his imagination to come up with an original costume. This year he was going to paint himself green, wear a mask and be a scary little ___________.

As Garlin dreamed the night of ___________ 30th, he imagined he was a real goblin in a ___________ house. He got to frighten the boys and girls who came ___________ or treating to the house. There was also a Frankenstein and a Dracula in this ___________ house. Besides these two ___________ there was a white sheeted ___________ named Casper just like in the comics. It was a weird dream. The ___________ part was when Garlin Goblin was chased by a ___________. It was really Mr. Smith who had changed to a wolf because of a full moon.

The next morning Garlin woke up rather hungry. After breakfast he worked on his costume all day. Although he didn’t want to frighten anyone, he did want to look as ___________ as possible as a real goblin should.

After supper Garlin went trick or ___________ with his two brothers, Erma, and Carlotta Shellsniffer. Erma and Carlotta were both ___________. They had black dresses, pointed hats, and brooms. Carlotta had a cape as well. His brother Horace was a ___________. He had made all of the bones out of cardboard and had sewn them on some long underwear dyed black. His brother Alloysius had the best ___________ though. He was a mad scientist with a humped shoulder and a knife in his back. They all had a great time and got lots of treats. By Monday, however, Garlin was ready to get back to school so he could solve the "Blue Cougar" mystery.

4. Code Word

1  2  3  4  5  6  7  7  2  8  5  7  2
K E Y W O R D D E C O D E

1. 9  8  10  6  3
11  10  12  12  5  4  2  2  13
2. ___________
3. 9  14  5  5  1  3
5. Alphabetical Order

6. Dictionary

7. Unit Test
1. Word Scramble

<table>
<thead>
<tr>
<th>Word</th>
<th>Scrambled Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>talk</td>
<td>rtbeeha</td>
</tr>
<tr>
<td>flavour</td>
<td>ltka</td>
</tr>
<tr>
<td>anything</td>
<td>ntslie</td>
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<td>probably</td>
<td>lowyle</td>
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<td>yellow</td>
<td>fo</td>
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<td>breathe</td>
<td>thoso</td>
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<td>Wednesday</td>
<td>tena</td>
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<td>jets</td>
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<td>couldn't</td>
<td>sejt</td>
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<td>two</td>
<td>tdcnulo</td>
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<td>listen</td>
<td>rufolva</td>
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<tr>
<td>straight</td>
<td>otw</td>
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<tr>
<td>of</td>
<td>tthrgisa</td>
</tr>
<tr>
<td>neat</td>
<td>eeddyauns</td>
</tr>
<tr>
<td>shoot</td>
<td>yblabpor</td>
</tr>
</tbody>
</table>

2. Word Search

```
  T B R E A T H E S P Y
  H A T O O H S J R Y E L
  G T M I G J G O E L E I
  I F U W H R E B F L T Q S
  A D S F L A V O U R S T
  R L K V B L W K E A T E
  T U K L A T C T C N P N
  S O Y T G N I H T Y N A
  B C Y A D S E N D E W D
```

1. John's book = the book____ John
2. Not messy. ________________
3. What you do with a gun. ________________
4. The sun's colour. ________________
5. A synonym of maybe. ________________
6. A synonym of speak. ________________
7. The past form of can't. ________________
8. Between one and three. ________________
9. What you do with your ears. ________________
10. Something that has taste. ________________
11. What you do with your nose. ________________
12. Before Thursday. ________________
13. Not crooked. ________________
14. Complete this expression - ________________
   and everything.
15. Powerful planes. ________________
Chapter Seven - Shots in the Night

The first ______________ stores were close by and the third was a little further away. The inspector didn't find ______________ that could help him at the first one, Lara's Liporium. He ______________ find anything to go on at the Pucker Palace either but at Rosie's Red Remembrances he found a possible connection.

One ______________ Rosie's best customers was a lady named Charlotte Reed. Greebley saw a connection between her name and Scarlet Red. She fit his description. She always wore red and she was a very ______________ dresser, nothing was ever out of place. The inspector was even more convinced when Rosie told him that the lipstick in question had a strawberry ______________. It was ______________ the scarlet lady from Pepi's. She was drinking a strawberry soda when Garlin first met her. It had to be her. Garlin wanted to ______________ to her and to ______________ to what she had to say.

Miss Reed lived very close to Heathrow Airport. As he approached the house, Greebley could hear the sounds of ______________ taking off nearby. It was so loud that Garlin did not hear the noise when someone began to ______________. The gun went off three times before Garlin went down. He had been hit in the chest. He could ______________ only in short gasps.

When Garlin came to he was looking at a London policeman. Nearby was a taxi driver leaning against a bright ______________ cab. It was he who had called the police. An ambulance had been called and Garlin was taken ______________ to the hospital.

Inspector Greebley was not happy after the doctor had examined him. The bullet had pierced his lungs. He would have to be operated on immediately. But the worst news of all was that he would have to stay in the hospital until next ______________, five days away. The Blue Cougar could be long gone by then. Garlin, somehow had to think of something to do.
In the box is a code that Inspector Greebley cracked on one of his cases. Use it to decode the following list words.

```
A ? G - M & S / Y +
B ! H N T , z 1
C . I ' O & U "
D : J P % V -
E ; K Q $ W -
P # L * R = X ^
```

1. & # ________________________
2. + ; * * & _ _______________________
3. ? @ + ; _ ' & - _______________________
4. % = & ! ? ! * + _______________________
5. _ ; @ ; / ; ? + _______________________
6. ! = ; ? , _ _______________________
7. @ ; ? , _______________________
8. , _ & _______________________
9. * " * : @ , _______________________
10. , ? * ) _______________________
11. * ' / ; @ _______________________
12. ( ; / _______________________
13. / ; = ? ' - _ _______________________
14. # * ? " & " = _______________________
15. / _ & & , _______________________

5. Alphabetic Order

____________________  ______________________  ______________________
____________________  ______________________  ______________________
____________________  ______________________  ______________________
____________________  ______________________  ______________________

6. Dictionary

7. Unit Test
List 10
off
flew
around
weekend
problems
today
brother
taste
babysitter
nerve
stuffed
bored
shot
needed
little

1. Word Scramble

tteas________________________
dranuo_______________________
tsoh_________________________
deeewkn_____________________
nddee_______________________
derob________________________
trrbheo_______________________
abttsriley____________________
sffdetu_______________________
lilett________________________
veern________________________
fof___________________________
lwef__________________________
dtoya________________________
mplsrboe______________________

2. Crossword Puzzle

ACROSS
2. Yesterday, _____________Tomorrow.
5. Full of food.
6. It sends messages to the brain.
7. Someone who watches children.
10. Saturday and Sunday.
11. The opposite of on.
13. About

DOWN
1. Not big.
3. What the bird did.
4. We solve these in Math.
5. Past tense of shoot.
6. Past tense of need.
8. The opposite of sister.
9. You do this in your mouth.
Chapter Eight - A Friend In Need

The answer to Garlin's question came the next day when his good friend Clarence Trendbiner showed up. As soon as he heard that our hero had been ________________, Clarence cut short his long_____________ to help out.

Clarence had been in Bristol visiting his______________Clement Trendbiner with his two children. They_____________ back on the first plane when he knew that his friend_____________ him. His children were left with a_____________ so he could visit the inspector in the hospital_____________ and help him with his case tomorrow and Monday. Fortunately he had taken Monday_____________ because of Thanksgiving. He was looking forward to telling Garlin about the clue he had found on the dagger that his friend had brought him to examine. If he was going to help Garlin, he knew he would not be_____________ for the rest of the weekend. On the contrary he would be very busy indeed. He was looking forward to having a_____________ of real detective work.

It was_____________ noon when Clarence managed to get to the inspector's room. Garlin had just eaten a big lunch and was quite_____________. His operation had gone quite well the night before and he was recovering extremely well.

Garlin told Clarence about all the______________ he had run into trying to solve the case. He was a_____________ embarrassed that he had allowed himself to get shot but he was glad that Clarence was going to help him. It took a lot of_____________ for Clarence to take up the case. After all he was not used to real detective work and now that Garlin had been shot, there was an element of danger to it. Garlin knew that he had it in him though.

Clarence told Creebley about the finger prints that he had found on the dagger. They belonged to a Charlotte Reed, sometimes known as Scarlet Red. Garlin had been right. They had to try to contact the scarlet lady again. She must have all of the answers.
### Code Word

|  | a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

### 5. Alphabetical Order

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### 6. Dictionary

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### 7. Unit Test
1. Word Scramble

brvenmoe________________________
tetlrfu__________________________
sit______________________________
brenmarcme_______________________
sa_______________________________
higew____________________________
tnelis____________________________
dectuno__________________________
pppoy____________________________
eno_______________________________
dadelo____________________________
verne____________________________
ororowtm________________________
senio_____________________________
tbse_____________________________

2. Word Search

1. The eleventh month of the year. __________________
2. A gun with bullets in it. __________________
3. Strong______________a bull
4. A souvenir, a memory. ________________
5. A sound. ________________
6. This means tired sometimes. ______________
7. To fall slowly and gently. ______________
8. Quiet. ________________
9. The opposite of yesterday. ______________
10. Belonging to it. ________________
11. Opposite of always. ________________
12. A red flower. ________________
13. The first number. ________________
14. What you do on a scale. ______________
15. The past form of count. ______________
Clarence left the hospital so that he could get to work on the case. He realized at that time what he was getting himself into. He walked, several things went through his mind. He had not been on detective work this weekend but the thought of it excited him and he could not help but think about the "Blue Cougar" and the scarlet lady.

Next week was the first week of the month of _____________. The day was only thirteen days away. Army cadets were everywhere and there was a ____________ salesman on every corner. Almost everyone had one of the little red flowers on. But Clarence had shut all this from his mind and he shut out the ____________ of the traffic, too. His thoughts were only on the task at hand. Why was it so obvious that the scarlet lady was the thief? It was almost as if she wanted to get caught. ____________ thing was sure. She was a key to the puzzle and that was where Clarence was headed.

As Clarence got close to Charlotte's townhouse he proceeded with caution. He saw no one on the street. He walked cautiously to the door and put his ear to it. Although he could hear the sounds of jets in the background everything was ____________ inside. He knocked on the door. He could hear the sound of footsteps coming closer. As he waited he could feel his heart starting to ____________ faster and faster. When the door opened Clarence saw a greasy looking man who was pointing a ____________ gun at Clarence's head, ____________ barrel only two inches from his nose.

Meanwhile back at the hospital, Garlin lay in his bed looking out the window at a tree, watching the leaves ____________ to the ground one after the other. He too had not stopped thinking of the case. Suddenly it hit him. Of course the scarlet lady wanted to be caught. Garlin did not know why but everything pointed to that conclusion. Clarence was probably headed into a trap. Garlin had to ____________ his options carefully. He really did not feel well enough to do anything today but ____________ he decided he would leave the hospital, feeling better or not. He had to help his friend if he was in danger.
4. Code Word

1. __ __ __
   10 5 11 7 2 7

2. __ __ __ __ __ __ __ __
   11 12

3. __ __ __ __ __ __ __ __
   12 13 10 2 9 14

4. __ __ __ __ __ __ __ __
   14 5 15 5 6 6 5 16

5. __ __ __ __ __ __ __ __
   9 2 17 2 6

6. __ __ __ __ __ __ __ __
   18 5 18 18 3

7. __ __ __ __ __ __ __ __
   6 2 15 2 15 19 6 11 9

8. __ __ __ __ __ __ __ __

5. Alphabetical Order

______________  ______________  ______________
______________  ______________  ______________
______________  ______________  ______________
______________  ______________  ______________

6. Dictionary

7. Unit test
1. Word Scramble

List 12

night
beautiful
went
lose
at
no one
technology
drew
it's
our
countries
flying
purple
signing
substitute

2. Cross Word

ACROSS
3. Latest modern advancements.
4. It + is = _____.
6. Opposite of day.
7. Not anybody.
8. Planes and birds move by doing this.

DOWN
1. Pretty.
2. Writing your name.
5. U.S.A. and Canada are these.
9. Blue and red make this colour.
11. Today we go.
14. A synonym of in. (ie: in Calgary)
3. THE GREAT DREAMER
Chapter 9 (continued)

Lucky for Garlin he had a built in alarm system thanks to Erma Finkleminster. Today they had a __________ teacher and she did not do things the way Mr. Smith did. She would not let Garlin __________ any time by dreaming. Every time she came near Garlin's desk, Erma would poke Garlin in the back with her ruler and Garlin would pretend he was hard __________ work. She would not let anyone waste any class time. __________ got away with anything. After a while Garlin gave up trying to solve his mystery and concentrated on his school work.

In science they studied about some of the latest inventions including the latest in computer __________. In social studies Garlin __________ a map of Canada without tracing it. He coloured the water blue, the territories red and put the two colours together to make all the provinces __________. Garlin thought it was really quite __________ but just as he was __________ his name the old battle axe came along and told him to do it over. She wanted each province to be a different colour, and she wanted two __________ on it - the U.S. and Canada.

Needless to say time __________ very slowly that day. Usually it went __________ by because of Garlin's big imagination. Finally the day did finish. Garlin didn't talk much as he walked home with Erma.

"__________ too bad you weren't able to work on your story today, Garlin. I think it's exciting. Maybe Mr. Smith will be there tomorrow," she said, trying to cheer him up.

"I hope so. __________ regular teacher is a lot better than she is," Garlin replied.

They didn't say another word for the rest of the way. Garlin had not had a good day. He was really getting into his imaginary story and wasn't able to do anything that day. When he went to bed that __________, however, Garlin dreamed of the great Scotland Yard detective and the case of the "Blue Cougar" sapphire once again.
4. Code Word

Make up your own code for the list words. Write each word in your secret code. To help your teacher, explain how your code works in the rectangle.

5. Alphabetical Order

6. Dictionary

7. Unit Test
1. Word Scramble

- tusi
- ccapi ter
- tone
- okot
- lolofw
- ndelo
- zaryc
- ggiinns
- eeevilb
- tlo
- sru ne
- ediructno
- gmnodue
- htete
- lodenso

2. Word Search

1. Hospital workers.
2. Opposite of gave.
3. Do you ________ in miracles?
4. Idiotic.
5. What you do to become better.
6. Matching sportsjacket, pants and a vest.
7. White things in your mouth.
8. You make spaghetti with these.
10. Yesteryear = ________ days.
11. Present someone.
12. Opposite of lead.
13. Opposite of of a little. a__________
15. The act of vocalizing a song.
Chapter 10 - The Great Escape

Inspector Greeble woke up the next day feeling much better. He had to get out of the hospital. He felt as if he was locked in the___ of an___ days castle. He hated being cooped up like that when there was work to be done. Last night he had mentioned to his doctor that he would like to leave. The doctor couldn't___ his ears. He thought he was____. After all he had just undergone a lung operation two days ago. The doctor told him that it was his___ to keep his patients in the hospital for at least five days after such an operation. He explained that he also had to___ hospital rules which say a patient must stay in at least three days after an operation.

Of course this did not___ Garlin at all. He had different plans and besides he felt a___ better today. He knew he would be fine and besides his good friend probably needed him. He had made up his mind that he was going to get back on the case.

At eight o'clock the inspector was in the shower. He was feeling great and was___ an old army song. The night nurse came into his room. She wanted to___ Garlin to the day nurse who was taking over. Garlin was quite shocked to find them in his room when he came out with only a towel around him. It___ him a few minutes to overcome his embarrassment and then he politely acknowledged the two ___ in his room. He knew he was going to leave but he did not want to let the hospital staff know of his intentions. They would find out soon enough, after he had left and Dr. Umpickle was off duty.

After the inspector had eaten lunch, chinese rice with___, he brushed his___ The coast was clear. He left a___ on his pillow thanking the nurses for their care, and then sneaked out the fire exit. He was free at last. He knew he had to hurry if Clarence was in trouble. He caught the first coach and headed straight for Heathrow Airport and Charlotte Reed's townhouse. He was ready for an encounter with the mysterious gunman.
4. Code Word

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8. J Q Q J J J _________________________________________
9. Q J J J J J _________________________________________
10. Q J J J J J _________________________________________
15. J J J J J J _________________________________________

5. Alphabetic Order
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

6. Dictionary

7. Unit Test
1. Word Scramble

- ebul
- micret
- sniche
- hdsarytu
- sviote
- tisntgi
- treha
- tewes
- dofo
- eaaittv
- galanes
- tetebr
- rebretli
- hatw
- raelcun

2. Crossword Puzzle

3. Awful.
4. The planet we live on.
5. The opposite of standing.
6. Pardon me is the polite form.
7. The colour of the sky.
8. To start something in motion.
10. Little green fruits.

1. Sugar is this.
2. What a criminal commits.
3. The day after Wednesday.
4. Garfield's favorite food.
5. Good, ___ best.
6. There are 12 of these in a foot.
7. What we eat.
Chapter 11 - The Big Bang Theory

Inspector Greebly got off one block before Charlotte's townhouse. He was going to be much more careful this time. As he approached, he saw no sign of Clarence. Garlin felt that something had happened. When he got to the door he did not knock. He sneaked around the side and looked in the kitchen window. There had been a struggle of some kind. was everywhere. A jar of green had been broken on the floor and a pan of had been thrown against the wall. The noodles and tomato sauce were still clinging to the wall.

Everything was quiet. Garlin tried to pry open the window. He could only open it a few but could not open it enough to crawl in. He was more successful with the bathroom window and crept inside. Once inside he could smell the smell of strawberries. It was the scarlet lady's perfume.

Garlin quietly moved about the house. he saw in the basement came as a surprise. Both Clarence and Charlotte were there. They were bound and gagged and both were in chairs to which they were tied.

After the inspector untied them, Charlotte and Clarence began to unravel the story of the "Cougar". The man who had shot Garlin and who had met Clarence at the door with the gun were one and the same. He was Pepi from the Pizza Palace but he was more commonly known as Abba Cadaver, the worldwide terrorist. The pizza palace was only a front for his operations in London. Charlotte explained how she and Abba had stolen the sapphire. It was when Abba tried to use the money they were to get from the gem to fund the most hideous in history that she thought she had warn someone. Abba Cadaver was using the "Blue Cougar" to pay for a bomb. He planned to take over the entire this bomb. When Charlotte tried to stop him one last time there was a big fight in the kitchen.

Charlotte knew that she could not talk to Greebly at Pepi's but she knew that if she left enough clues he would find her. That is why
she had left the dagger and note to be found when the lights came on. That is why she had told him just enough to arouse his curiosity. She had made up the story of the girl she had met in jail because she wanted the inspector to think she knew more. She wanted to be discovered to stop Abba Cadaver in his bid to take over the world.

The scarlet lady explained that she did not know where Abba Cadaver had gone but she knew that he had contacts in Dover on the south coast. She also knew that the queen of England had been contacted by Abba. On ________________ if the queen did not hand over control of the country to Abba, England would be destroyed. They had four days to act. Garlin felt a great deal of pressure on him. The fate of England and the world rested on his shoulders. Abba Cadaver had to be stopped at all costs.

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| 2. | 5 | 12 | 9 | 13 | 2 | 14 |
| 3. | 14 | 15 | 2 | 2 | 16 |
| 4. | 16 | 2 | 6 | 6 | 9 | 17 | 12 | 2 |
| 5. | 17 | 2 | 16 | 16 | 2 | 6 |
| 6. | 16 | 18 | 19 | 6 | 14 | 7 | 20 | 3 |
| 7. | 17 | 12 | 19 | 2 |

8. ____________

5. Alphabatical Order

__________________________
__________________________
__________________________
__________________________

6. Dictionary

7. Unit Test
List 15 (Christmas)

shepherd
jingle
presents
cold
fattening
wrapping
flakes
giving
winter
Christmas
snowmen
family
celebrate
excited
cooked

1. Word Scramble

   ggiinv____________________
   kocode____________________
   tetinangf__________________
   dloc_______________________
   hehesdpr____________________
   ligejn______________________
   pigarwpn___________________
   kelfsa______________________
   rewtin______________________
   nonswem____________________
   trsseenp____________________
   dxctiee______________________
   sserrorhmia__________________
   eeechtlra____________________
   lymafi______________________

2. Word Search

| WXADETICXEG | 1. Something that makes you fat. ____________ |
| F C W R A P P I N G C | 2. −40°C is this. ____________ |
| Z H F I V B J A D N E | 3. What you put on gifts. ____________ |
| G R A C N I U R L I L | 4. A synonym of gifts. ____________ |
| I I M O E T E S O N E | 5. What small bells do. ____________ |
| V S I C F H E L C E B | 6. December 25. ____________ |
| I T L K P L M R G T R | 7. The season that Christmas is in. ____________ |
| N M Y E P C A E Y T A | 8. Someone who looks after sheep. ____________ |
| G A R D K T R K F A T | 9. What snow comes down as. ____________ |
| H S N O W M E N E F E | 10. A mother, father, and their children. ____________ |
| D O P R E S E N T S D | 11. How children are on Christmas morning. ____________ |
| N B Q E L G N I J C C | 12. People you make out of snow. ____________ |

13. The past tense of cook. ____________
14. The opposite of taking. ____________
15. We ________________ Christmas on December 25.
Clarence and the inspector split up after leaving Charlotte's. Greebley wanted to go directly to Dover. Clarence had to check up on his kids and take care of things in London. Although Scotland Yard had surely been notified by the queen's men, Clarence had to fill them in on all of the latest developments.

As Clarence walked through the London streets he noticed that the stores had already set up displays now that November was here and December 25 was just around the corner. One display showed a nativity scene under a tree. It had Mary, Joseph, and baby Jesus, the three wise men, but only one as it was not quite finished. Behind this there was a pile of in brightly decorated.

As Clarence stood and looked at this display, he was deep in thought. He thought of how lucky he was to be alive right now. It would have been nothing for a maniac like Abba Cadaver to have pulled the trigger on his gun. Fortunately for Clarence and his he had not done that. Clarence was extremely grateful for now he was the only one his kids had since his wife died last in January.

Last Christmas was the last one the whole family would together and it had been special. Mrs. Trendbiner had all kinds of things including cakes, pies, and cookies. The children had made their own nativity scene in the front yard using as their people. It was very well done for an eight and a ten year old. On Christmas morning the children were extremely about presents to the other family members. It was a beautiful memory and things would be different this year without Mrs. Trendbiner there.

Clarence was startled from his reverie when he heard the of horse's bells behind him. It was an empty coach. He noticed that of snow were beginning to fall. It was getting and Clarence decided he would take the coach home instead of walking. It would be warmer and quicker.
Tomorrow he would go to Scotland Yard and fill them in on what has been happening. He had lots to do and lots to think about and shouldn't be wasting his time dreaming of things he could not change. He needed to see his kids and have a good sleep.

4. Code Word

   Sometimes detectives have to use Morse Code. Below is how Morse Code works. Can you decode the list words that are written in Morse Code.

   A  -
   B  ---
   C  --
   D  --
   E  
   F  --
   G  --
   H  ----
   I  
   J  - -
   K  -
   L  . .
   M  -
   N  -
   O  ---
   P  . --
   Q  - - -
   R  . . -
   S  . . .
   T  
   U  . .
   V  . . -
   W  . --
   X  - . -
   Y  - - .
   Z  - - -

   1.  -- /
   2.  ..- 
   3.  .-. 
   4.  -.. 
   5.  ... 
   6.  --- 
   7.  --- 
   8.  -- 
   9.  -. 
   10. -. 
   11. .-. 
   12. ..- 
   13. ... 
   14. --- 
   15. --- 

5. Alphabetical Order


6. Dictionary


7. Unit Test
List 16
pioneer
was
either
adventure
towering
ground
for
cuddly
slobber
between
wheel
inside
ask
laser
Swiss

1. Word Scramble
resal_____________________
neeweth___________________
kas_______________________
eehrti_____________________
sssiw____________________
rfo_______________________
swa_______________________
diesm_____________________
wgetiorn___________________
eeporin____________________
blobsre____________________
duldye____________________
leweh_____________________
rondug____________________

2. Crossword Puzzle

ACROSS
1. Something tall is this.
4. Something from Switzerland.
6. How to get an answer.
10. A hot beam of light.
11. Something that makes an exciting story.
12. Dripping with saliva.
15. Where soil is.

DOWN
2. Today he is. Yesterday he ______
3. The opposite of outside.
5. There are four of these on a car.
7. A baby is cute and______
8. Neither, nor - _______, or.
9. A homonym of four.
13. In the middle of two things.
Inspector Greebley had caught the first train to Dover. This case was turning out to be quite an\[\_]\[\_]\[\_\]\[\_\]\[\_\]. He had never been shot before in his life. He had not been to Dover\[\_]\[\_\]\[\_\]. He shared his train compartment with a husband and wife and their three year old daughter. At first they tried to talk to our hero but he was deep in thought and kind of brushed them off. He was glad that the little girl slept the whole way with her\[\_]\[\_\]\[\_\]teddy bear. This made things a lot quieter for the inspector's busy mind.

After three hours the train arrived in Dover. Garlin\[\_\]\[\_\]\[\_]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\] glad to be off the train with his feet on firm\[\_\]\[\_\]\[\_\]once more. He had to\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\]\[\_\] the lady who worked in the ticket office how to get downtown so he could find a hotel.

Garlin left his things\[\_\]\[\_\]\[\_\]his hotel room and then went right to work. He did not know where to start, though. As he was crossing the hotel lobby, however, he saw a poster of a magician from Switzerland that was performing in town. It suddenly hit him. Abba Cadaver — magic, maybe there was a connection. It wouldn't hurt to check up on the\[\_\]\[\_\]\[\_\]magician, Jake Mandrake.

Mandrake was playing at the Crossroads Theatre. That is where Garlin headed. By now, it was somewhere\[\_\]\[\_\]\[\_\]\[\_\]11:00 and midnight. The last show finished at 10:00 p.m. and the theatre seemed deserted.

Garlin tried the doors and windows. He could see a faint light behind the stage from a back window. Suddenly Garlin remembered that he had a miniature\[\_\]\[\_\]\[\_\]\[\_\]beam on his key chain. It was one of those tricky detective gadgets that Scotland Yard had given him to try out two weeks ago. With this he easily opened the back door and crept inside into darkness.

He had not taken two steps when something grabbed his leg and knocked him down. Then he heard growling and felt a heavy weight on his chest as he lay on his back. He heard footsteps approaching and then a light went on. \[\_\]\[\_\]above him with his two front paws.
on Garlin's chest was a huge Doberman, dripping from his mouth onto Garlin's face. Behind the dog was Abba Cadaver with a gun pointed at Garlin's head. Garlin almost passed out from the weight of the dog on his chest where he still had stitches from his operation.

When Cadaver escorted the inspector to a small room behind the stage, Garlin was surprised to see a man with no legs in a chair. Garlin recognized him immediately as Tony Boloni, the Italian terrorist. He was involved in atom bombs, having made the first working model in 1934. He had lost his legs in an accident while perfecting a bomb for the Germans in World War II. If he was involved, England and the world really were in trouble.

Garlin was helpless for now. He was tied up and gagged and would be disposed of later. Fortunately for him Cadaver and Boloni had to meet Mandrake who had just left to pick up the uranium necessary to activate the bomb. The inspector was locked in the dark room with the Doberman to watch over him.

4. Code Word

| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

1. ENUV
2. vLjr
3. S<
4. nE
5. OvE
6. O
7. E
8. AF

9. EQE
10. <
11. >>
12. <
13. O
14. O
15. O

5. Alphabetic Order

6. Dictionary

7. Unit Test
List 17
than
guard
afford
once
tomatoes
Canadian
bite
when
forks
guess
sloppy
laughed
wasn't
embarassed
swords

1. Word Scramble

dheugel____________________

tnsaw_____________________
eitb______________________
hnwe______________________
rugad______________________
cnoe_______________________
aamndic____________________
sfkrn______________________
totosmea___________________
wdsrno_____________________
esesarmrabd________________
rfdfao_____________________ 
hnta_______________________
playpo______________________
suesg_______________________

2. Word Search

1. One time only. ______________
2. Weapons used before guns. ______________
3. A word for being able to buy something. ______________
4. Someone who protects something. ______________
5. A synonym for chuckled. ______________
6. Not neat. ______________
7. To clamp with your teeth. ______________
8. The opposite of was. ______________
9. What you do when you don't know. ______________
11. We eat with these pointed utensils. ______________
12. Soft red fruits. ______________
13. Your face turns red if you are this. ______________
14. A question word of time. ______________
15. Something from Canada. ______________
When the real Garlin woke up the next day he had a million ideas in his head. He could not help thinking about his story. He was unable to concentrate on anything else. All he wanted to do was get to school, wait for Math, and keep dreaming. The case was almost over and he knew it.

Garlin's mind was on other things at breakfast too. What a disaster! He was extremely__________, spilling everything. He put__________ on the table instead of spoons for the cereal. His face turned red and he was really__________ when he poured orange juice instead of milk on his cereal. His mind was on the great inspector. Everyone__________ and chuckled, even his mother, but Garlin__________ amused. He took only one__________ of his toast and left the rest. During the rest of the meal he kept muttering to himself. He made his own lunch like always, but instead of putting in his usual two apples, he put in two soft__________ No one could__________ why he was acting stranger__________ normal and Garlin wasn't about to tell them. __________ Erma rang the doorbell to walk with him to school, Garlin ran out the door. His mother had never seen him so anxious to get going.

Garlin told Erma about his dream and how it added to his story. He hoped so much that Mr. Smith was back so Math class would be his to do with what he wanted. Erma agreed to be Garlin's lookout again whether Mr. Smith was there or not. She found it exciting to know a young__________ boy from Alberta who was involved in the biggest crime in history even if it was imaginary. She wanted to help out any way she could.

Garlin was in luck. Mr. Smith was at school. He was going to be careful though. He had already crossed__________ with his teacher one time this year and __________ was enough. He couldn't__________ to be caught again or Mr. Smith might get wise and see to it that he didn't have time to dream again. Hopefully, Erma would see that he wasn't caught again. Garlin had a hard time concentrating on his work and when the second Math period came, Garlin was already in the little room behind the stage in Dover with the big Doberman standing__________ over him.
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**KEY**

**WORD**

**DECODE**

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### 5. Alphabetical Order

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### 6. Dictionary

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### 7. Unit Test
1. Word Scramble

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<td>nmoosi</td>
<td>radk</td>
<td>ssya</td>
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2. Crossword Puzzle

ACROSS
1. Brown spots on someone's face.
5. The opposite of this.
7. A wedding ________.
8. A homonym of witch.
10. A smelly vegetable.
12. Night time is this.
13. A long time ________.

DOWN
2. All.
3. Not now.
4. Singing without lip movement.
6. Unable to see.
8. That which is garbage.
9. Sickening, ugly, hard to look at.
11. Tells.
Chapter 14 - Houdini at Work

As soon as Cadaver and Boloni had gone, Garlin got to work. He remembered his mini-laser—Scotland Yard had given him two weeks. He was glad he had it and thought that it was something a detective should have. With great difficulty Greebley worked it out of his pocket. He could not see the dog as the room was but he could hear it growl when he began to move. He could also its distinct odour.

Garlin worked with great agility. Thanks to his mini-laser he was able to burn off the ropes from his hands. As he did this, he heard the dog stirring and growling. He had to work fast. He had no time to. He knew that the dog would do all in its power to stop him. The ropes were on his feet were tight but Garlin got them untied finally.

Just as the inspector stood up, he felt the jaws of the dog clamp onto his neck. Garlin struck out with his laser beam three times. The dog's grasp weakened and a couple of seconds Garlin heard it thump to the floor. His neck hurt but he was alright. There was no sign of blood.

Garlin was in the darkness of the room. He groped around for a light switch and finally found it. What met his eyes was rather to look at. The laser beam had burned three holes in the Doberman. When the smell reached his nostrils, Garlin almost gagged. Tears came to his eyes from it as if he was peeling.

Garlin heard the click of the door and he immediately shut off the light. Footsteps approached slowly and cautiously. The familiar scent of strawberry perfume mixed with the other smells of the theatre. When the door of the room opened, Garlin was not surprised to see the familiar face full of of the scarlet lady after he turned on the light.

Charlotte had left London soon after Garlin and had driven to Dover. If she had stayed in London she would have been arrested and she felt badly about the possibility of Garlin being killed. She had put the clues together as well and had come to the theatre to see how she could help the inspector.
"Who ____________ ex-convicts are all bad?" thought Garlin to himself. He could definitely use the help.

Together Garlin and Charlotte planned a welcoming ____________ for the three terrorists. Garlin found some netting under the stage which he rigged up to the rafters above the stage. He himself hid in the balcony of the theatre to wait for the criminals' return. Soon the door opened once again and voices were heard accompanied by footsteps. One of the men, probably Tony Boloni, was ____________ an old Italian folk song. They were obviously in good humour. They were not aware of the surprise that was waiting for them.

4. Code Word (Semaphore)

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5. Alphabets

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________

6. Dictionary

7. Unit Test
List 19
lemonade
cheese
alley
want
hope
boiling
try
quite
almost
hole
then
smudge
colour
everybody
opposite

1. Word Scramble
tqieu________________
yeyeorvdb_____________
iiigbnlo______________
tnaw___________________
ehnt__________________
deleomma_______________
coolru_________________
sotopipe_______________
leoh___________________
gumsde_________________
lalye__________________
seeech_________________
stanol_________________
pheo___________________
ytr_____________________

2. Word Search
A E G D U M S O
S I U N O R G E P
R C H I B N D V P
U H C L T A L E O
O E H I N E F R S
L E P O H E D Y I
C S M B L N Q B T
C E A L L E Y O E
L W A N T H J D M
A L M O S T R Y K

1. A drink for hot days. ______________
2. An empty space. ______________
3. Faith in thing. ______________
4. All people. ______________
5. Mice like this. ______________
6. Water is this when it is heated lots. ______________
7. A small road behind houses. ______________
8. Completely different. ______________
9. Very tired = ______________
tired.
10. Red, blue, and green are examples of this. ______________
11. A smear. ______________
12. Next. ______________
13. Nearly. ______________
14. Desire. ______________
15. If at first you don’t succeed, ______________ again.
Chapter 15 - The Rats Take the Cheese

When the three men came into the theatre Garlin could hear them talking. They had left the bomb and the uranium in a truck in the behind the theatre. They were all in a happy mood, thinking they had it made. Garlin could hear them laughing and joking below him.

When the three criminals turned the lights on they had the shock of their lives. There standing in the middle of the stage was Charlotte pointing a loaded gun at them. Garlin could see everything through a small in the balcony. The scarlet lady was the in their rat trap and Garlin hoped they would take the bait. Jake Mandrake was drinking a and he dropped his glass to the floor where it shattered, when he saw Charlotte. All three men put their hands in the air.

Garlin was not surprised when Abba Cadaver started walking slowly up to the trap. When he was at Charlotte, Mandrake sneaked off in the direction. Charlotte did not see him because Cadaver was blocking her view by this time. They were going to to surprise from behind, overpower her. Meanwhile Tony Boloni had wheeled up the ramp at the side of the stage. was doing exactly what Garlin wanted. His was that all three would try to take Charlotte. They all knew that she would not shoot unless absolutely necessary.

As Abba approached it was obvious that he was mad. "I don't you interfering again. Now give me that gun," he said. He was trying to distract her while the other two got closer. Cadaver was not to Charlotte when the inspector flew into action.

With his laser beam key chain he zapped the anchor rope that was holding the netting in the rafters. When Charlotte saw the red of the laser, she fell to the floor and rolled out of the way. The rats had taken the cheese. The net fell neatly over them. They were trapped.

All of the excitement was too much for Garlin and his recent operation. He passed out and fell from the balcony. He awoke in the arms of the scarlet
lady. She had left a ___________ of lip stick on his cheek. She would miss him if she had to go to jail. Garlin could tell that she had been crying when he opened his eyes.

The three criminals were tied up on the stage when Clarence and Scotland Yard arrived. When they checked the criminals' truck they found that the bomb had been activated and specialists from the army had to defuse it. Garlin was in great pain but he had saved his country and possibly the world.

Two months later Garlin was knighted for his bravery. He was completely recovered and was still seeing Charlotte Reed who had received a suspended sentence because of her help. She did not have to go to jail.

The "Blue Cougar" was recovered from an illegal arms dealer. Sir Garlin Greebley became famous all over the world. The "Blue Cougar" had vaulted him to fame. It was probably his most important case so far but was not to be his last by any means. Nothing could keep the great inspector down now that his talents were so well known.

\[\begin{array}{ccccccc}
\text{a} & \text{b} & \text{c} & \hline \\
\text{d} & \text{e} & \text{f} & \text{g} & \text{h} & \text{i} & \text{j} & \text{k} & \text{l} & \text{m} & \text{n} & \text{o} & \text{p} & \text{q} & \text{r} & \text{s} & \text{t} & \text{u} & \text{v} & \text{w} & \text{x} & \text{y} & \text{z} \\
\end{array}\]

4. Code Word
1. \text{N} \text{E} \text{R} \text{E} \text{R} \\
2. \text{J} \text{U} \text{B} \text{E} \\
3. \text{U} \text{L} \text{M} \text{A} \\
4. \text{V} \text{U} \text{L} \text{M} \text{A} \\
5. \text{L} \text{E} \text{R} \text{E} \text{R} \\
6. \text{R} \text{E} \text{R} \\
7. \text{R} \text{E} \text{R} \\
8. \text{V} \text{U} \text{L} \text{M} \text{A}

5. Alphabetical Order

6. Dictionary

7. Unit Test
List 20
already
chopped
play
seat
square
invitation
sneak
everyone
house
light
quit
they
other
warm
trucks

1. Word Scramble

thlg__________________
rech__________________
tuqi__________________
atse__________________
hety__________________
mraw__________________
urqesa________________
pedphoc________________
ayl__________________
eynereov________________
ehuso________________
isititnamvo____________
eknas________________
crsktu________________
dealary________________

2. Crossword Puzzle

ACROSS
1. Something that isn't heavy.
4. To move around quietly.
7. The plural of he.
8. You sit on this.
9. A form with four equal sides.
11. Bill came at 6:00, Joe at 5:55.
   Joe was____there when Bill came.
13. The alternate = the______
14. Cut up in small pieces.

DOWN
2. We send this so people will come to a party.
3. Where we live.
5. All people.
10. A synonym for stop.
12. Big Vehicles.
15. The opposite of work.
The Great Dreamer

Chapter 15 - continued

Math class was over by the time Garlin came back to reality. He looked around the room and saw that was listening closely to Mr. Smith who was explaining a science experiment. They were going to dissect a frog. had to use a scalpel and work in threes.

Garlin turned to Erma in the behind him and asked her to work with him. He wanted to fill her in on his adventure. Carlotta was their partner. Erma and Garlin did not get very much work done. Erma was too interested in Garlin's story and Garlin was dying to tell her how it ended. He was quite careless with his scalpel because he wasn't paying attention and once he almost Carlotta's finger off. Luckily she moved it just in time. Thanks to Carlotta the frog was dissected and when Garlin talking, he and Erma cleared up.

On the way home Garlin, Erma, and Carlotta stopped to at the park where Garlin filled Carlotta in on the rest of the story. She was astounded and listened for two hours until Garlin told her everything about the great case. By the time they got to Garlin's he was twenty minutes late. He tried to in the back door without being heard but the dog barked when he came through the door.

His mother was furious. Garlin had forgotten their dinner at Uncle Harry's. How boring! Uncle Harry owned a moving company. All he would do all evening is talk about the new in his fleet. This was no way for a great Scotland Yard inspector to be treated.

It was not hard though for a boy with Garlin's imagination to think of a way out of this predicament. He pretended to be sick. Mrs. Greebley looked him in his eyes to see if he was telling the truth. He didn't flinch. She believed him and he was able to stay home.

After the family had gone, Garlin decided to up some food in the microwave. He ate a good meal and watched T.V. for a while. And all the while his mind kept churning, trying to spin the beginning of another story. He kept coming back to Scotland Yard and Inspector Greebley, basking in the glory of his most famous case.
At 9:00 Garlin went to bed. By the time he had turned off the
and his head hit the pillow, he was half way around the world in dreamland
again. You just can't keep a good detective down.

- Code Word.

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  1 2 3 4 5 6 7 7 2 8 5 7 2
1. 2 9 2 6 3 5 10 2
   4 11 6 12
2. 11 13 6 2 11 7 3
3. 14 13 11 3
4. 8 15 5 14 14 2 7
5. 16 10 2 11 1
6. 17 15 2 3
7. 15 5 18 16 2
8.  

  KEY  WORD  DECODE
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- Alphabetical Order

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  A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
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- Dictionary

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- Unit Test
List 21

tournament
bowl
climbing
exact
igloos
invited
limerick
curselves
ravoli
seemed
cost
though
peanut
warmly
scribble

1. Word Scramble

\[
\text{seevrolu} \\
\text{lwob} \\
\text{netupa} \\
\text{secte} \\
\text{ioarlvi} \\
\text{trtrmosuer} \\
\text{taco} \\
\text{goosil} \\
\text{hhotug} \\
\text{itidvne} \\
\text{biblesrc} \\
\text{gnibimlc} \\
\text{micirkel} \\
\text{mivrey} \\
\text{meedcr}
\]

2. Word Search

\[
\begin{array}{cccccccc}
Y & M & P & A & K & S & C & O & L \\
L & T & L & S & Q & W & A & R & M & L & Y & S \\
I & U & K & E & W & L & P & G & C & O & W & H & E \\
M & E & C & E & P & T & U & I & N & O & L \\
E & A & D & M & M & C & Y & C & L & B & Y & L \\
R & A & B & E & V & A & H & X & B & G & E & B \\
I & F & T & D & X & X & I & C & A & G & S \\
C & K & I & T & B & E & R & R & B & I & U & R \\
E & D & V & F & R & G & C & D & J & U & E & C & \end{array}
\]

7. Even \[\text{you hate it, do it anyway.}\]
8. All of us. \[\text{_____________}\]
9. Precise. \[\text{_____________}\]
10. This is how we should dress in \[\text{winter.} \]
11. Young children do this instead of \[\text{writing.} \]
12. Snow and ice houses. \[\text{_____________}\]
13. A thick jacket. \[\text{_____________}\]
14. An Italian meal. \[\text{_____________}\]
15. A synonym for appeared. \[\text{_____________}\]

1. Teams play in this. \[\text{_____________}\]
2. You get \[\text{to a party.} \]
3. A small nut. \[\text{_____________}\]
4. A five line poem. \[\text{_____________}\]
5. How you get up a tree. \[\text{_____________}\]
6. You eat soup in this. \[\text{_____________}\]
Chapter 1 - A Great Week

It had been some time now since Garlin had dreamed up the "Blue Cougar" case. All the thinking he had done on that case had really drained him. It ____________ that after the case he just needed some time to relax but he did like to dream ______________. He was now ready to begin on a new adventure and he had been thinking about it lately.

He had not decided on the ______________ adventure he would take yet. He could be up north among the Eskimos in their ______________ or eating ______________ in an Italian restaurant. He could be off in space on the U.S.S. Enterprise or he could be a Ukrainian scientist who had come up with a new product, Ukraina Cola. He really didn't know but decided to ______________ some of these ideas down as he ate his ______________ of cereal and his toast and ______________ butter.

It was a special week for Garlin. He had written a five line ______________ and had won a limerick contest at school. His prize was a Chinese chess set. It was beautiful and he loved it. The pieces all had an oriental look to them. There were Buddhas, warlords, and pagodas instead of bishops, kings, and castles.

Today was a special Saturday too, because Garlin got to use his special chess set. He and his brother had been ______________ to represent the school chess club in the city school chess ______________. Garlin was quite excited about it but not as excited as his brother, Horace.

After breakfast they got ready to leave, dressing ______________ because of the cold weather. Garlin wore his warmest ______________ and boots, carrying his chess set under one arm. As they walked Horace talked nonstop.

"We should be proud of ______________", he said.

"We are the only two players invited to this tournament from our school," Garlin agreed. He was proud but he didn't want to talk about it. He was going over his chess strategy in his head. As it turned out, Garlin had nothing to worry about. He won the tournament hands down, unlike Horace who lost his first game and went home early, rather unhappy. Garlin won a beautiful trophy.
It was a silver Chinese wise man on a horse. It was lovely.

As Garlin was the hill leading to his house, he thought about his week. He had won a Chinese chess set and a Chinese trophy. Of course, he put two and two together. Someone was trying to tell him something. His next adventure would be to the Far East. He could soin the most wonderful tale about China and he set his mind in motion dreaming of peasants, emperors, and pagodas.

4. Code Word
   Make up your code for the list words.

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5. Alphabatical Order

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6. Dictionary

7. Unit Test
1. Word Scramble

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<th>12.</th>
<th>13.</th>
<th>14.</th>
<th>15.</th>
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<td>ltlrhi</td>
<td>ecclb ra</td>
<td>troper</td>
<td>eratsv</td>
<td>etehs</td>
<td>otu</td>
<td>flnfeis</td>
<td>stio</td>
<td>putdi</td>
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<td>lluoorcf</td>
<td>sohet</td>
<td>sviuueren</td>
<td>eeeepcrnx</td>
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</tbody>
</table>

2. Crossword Puzzle

ACROSS

1. Not a little.
2. Not smart.
3. Excitement.
4. You wear this on your wrist.
5. When you tell about something you do this.
6. You have this when you've done something before.
7. All the stars, planets, and galaxies make up this.
8. A rainbow is this.
10. You have this on a bed.
11. A winter ice sport.
12. You drink this.
14. The plural of that.
15. Your nose does this.
3. DREAM ON GARLIN

Chapter 2 - Bon Voyage

When Garlin got home he was surprised to find his brother Horace in a terrible mood because he had done so poorly in the chess tournament. Garlin decided to cheer him up a bit. He agreed to go to a_______ game that night at the local arena. It was a playoff game and_______ of kids from school would be there to cheer on the hometown "Bulldogs".

What a_______ the game was for Horace. He loved it. It did cheer him up. What an_______ it was for Garlin. He got hit in the head with a puck. He lost five dollars and he almost froze to death in the arena. He was not a hockey fan and found the game boring as well. To top it all off he got a terrible cold from the arena. Of all the_______ things to happen to him.

Garlin began to_______ a bit by the end of the game but by the time he went to bed, he was coughing and sneezing quite regularly. The next day Garlin could not get out of bed but that suited him just fine for he was dying to start his new adventure and this gave him the perfect opportunity to do so. He could live his next adventure anywhere in the_______ but recent events had been leading him toward China....

Inspector Greebley was surprised to read the_______ in the newspaper about his friend Hoo Sang from Shanghai. The great Chinese policeman had been missing for a week now. According to the article he had been abducted because he had found_______ about a major crime ring in the cities of China. Shanghai was one of_______ cities in which the criminals were operating. Hoo Sang obviously knew too much.

Garlin was not really surprised to get a phone call from Mee Hum, head of the Chinese People's Police in Peking. He explained to Inspector Greebley that the head of the crime ring was Wee Sing, wanted all over China and in Vancouver's Chinatown, as well, for murder, kidnapping and gambling. His file filled both sides of a large_______ of paper at the headquarters of the People's Police. They were asking for Greebley's help and Garlin accepted. Within four hours he was on an Air Canada flight over the_______ of the Pacific Ocean on his way to Shanghai.

On the same flight were several Chinese businessmen and_______
them one man in particular stuck out. He was a huge man of Chinese origin as well. Garlin could see that he was bald although he was wearing a bowler hat. He had an expensive looking gold on one of his large wrists. Garlin had a funny feeling about this fellow. He felt his path would cross that of this evil looking character again once they got to Shanghai. He made a mental note of the man's appearance.

Inspector Greebley's thoughts were interrupted when the announcement came on that they were approaching Shanghai. Garlin looked out to see a display of red, green, blue, and brown pagoda-like roofs in the city below. What adventures were in store for him here? Only time would tell.

4. Code Word

| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | x | y | z |
| 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. |

5. Alphabetical Order

6. Dictionary

7. Unit test
List 23
lounge
confetti
tool
brought
where
annoyed
goes
each
usually
February
have
would
soak
rhyme
people

1. Word Scramble
lavlumy__________________
kosa______________________
yermh______________________
barrefyu___________________
yndnaeo___________________
dlouw______________________
vhea_______________________
tfotnies___________________
thurgubo___________________

2. Word Search
1. What you throw at weddings. ________________
2. Bob and Rob do this. ________________
3. To lay around. ________________
4. One only. ________________
5. The month of Valentine's Day. ________________
6. To get wet. ________________
7. More than one person. ________________
8. Yesterday he went, today he ________________
9. Today I bring, yesterday I________________
10. A hammer is one. ________________
11. Upset. ________________
12. Normally. ________________
13. A verb like will. ________________
14. To own is to ________________
15. A question of place. ________________
Chapter 3 - Welcome to Shangai

Once the plane had landed, passenger had to go through customs. Inspector Greebley was in line directly behind the large, bald Chinese fellow. This suited him just fine as it give him a chance to study this evil looking man.

Garlin noticed that the fellow had only one suitcase with him. It was a very small one and Garlin wondered why for such a long trip. There was something very strange about this suitcase. Garlin noted this in the back of his mind and he noted the man's behavior, as well. someone being checked would be courteous and polite with the checking him but not this man. He was rude and noisy. It was as though he was at the customs officials for doing their job.

As Garlin watched the officers check the suitcase, he noticed something rather odd about the lining of it. Although the suitcase was old and worn, the lining was new. Garlin could see it had recently been sewn. He reached over, grabbed the suitcase, and tore the lining open. To his surprise a great deal of money fell out of it in Canadian $1,000.00 bills.

The owner of the suitcase flew into action. He pulled out a gun, took a lady hostage, and made an escape in a waiting car. Before the car screeched off the poor lady was thrown on the sidewalk where she lay unharmed. Garlin was detained by the security guards. He would to give a description of the fellow.

The chief of security led Garlin to a room where Garlin informed who he was and why he had come to China. Together they finished removing the lining with a special for taking out stitching. They found $50,000.00 in Canadian funds. It was time to contact the Shangai People's Police.

The Inspector met lieutenant Miy Toon in the airport and they compared notes over root beers. Miy Toon pulled another $1,000.00 Canadian bill, much to Garlin's surprise. He explained that the money was counterfeit and that Hoo Sang had been working on a case involving counterfeiters when he disappeared a week ago. From Greebley's description Miy Toon thought the bald man was Ding Ling, known in Shangai for various crimes including counterfeiting. Garlin snickered at the strange to
the name. It sounded funny to his non Chinese ear.

As Miy Toon explained, the case was complicated by the fact that it was Chinese New Year which meant Shangai would be a beehive of activity. Chinese New Year comes about a month after western New Years. The celebration usually from about the 1st of to the 8th. It would be harder to track down criminals with all the excitement of the festival.

Garlin understood what Miy Toon meant when he got downtown. People were lighting firecrackers and throwing as if at a wedding. He had a hotel room reserved for him, luckily. He wanted very much to go to his room, in a tub and go over the day's events. He had to put everything together to see if anything could help him find Hoo Sang.

4. Code Word

<table>
<thead>
<tr>
<th></th>
<th>1 2 3 4 5 6 7 7 2 8 5 7 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>KEY WORD</td>
<td>DECODE</td>
</tr>
<tr>
<td>1.</td>
<td>2 10 8 11</td>
</tr>
<tr>
<td>2.</td>
<td>11 10 12 2</td>
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<td>3.</td>
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<tr>
<td>8.</td>
<td>14 5 13 17 18 2</td>
</tr>
</tbody>
</table>

5. Alphabetical Order

6. Dictionary

7. Unit Test
1. Word Scramble

lelw__________________________
toto__________________________
loudhs________________________
sisesunb_______________________
enog__________________________
hrtaneo_______________________
adde__________________________
niagvh__________________________
elvso__________________________
slee__________________________
byema__________________________
nanskuiur_______________________
hsmedfi________________________
ksri__________________________
reepspp__________________________

2. Crossword Puzzle

ACROSS
6. A store is one of these.
9. To figure out.
11. Not here anymore.
12. Ought to.
13. A different one.
15. Perhaps

DOWN
1. Owning.
2. A big chance.
3. Ended.
4. These are very hot.
5. We + will = ____________
7. People from Kiev, U.S.S.R.
8. Not alive.
10. Horns do this.
14. Not him, someone_______.
3. DREAM ON GARLIN

Chapter 4 - Chop Suey Surprise

As Garlin went over everything that had happened that day, he knew it would be a while before he would this case. He was a hard time putting everything together. What did Ding Ling have to do with Hoo Sang? The counterfeit money was the connection but Garlin wondered what was involved. And what about Hoo Sang? He had been for a week. Garlin hoped he would find him alive

After the inspector had his bath and had shaved, he decided to go down to the hotel restaurant. He ate with a young man from Kiev who said he was there on with an electronics firm. Garlin did not realize that Shanghai was a city with many electronics plants. Both men ordered the same meal, a spicy chop suey dish made of vegetables and hot. As they ate, they made small talk.

"be lucky to finish this meal," said the young Ukrainian in broken English.

"It certainly is hot and spicy," replied Garlin, "but that's the way I like food.

"So what brings a Canadian to Shanghai?" he asked.

"I'm trying to locate an old friend," answered Garlin. The inspector did not want to reveal too much. He did not know this young man and didn't feel that he take a by telling him who he really was.

Garlin ordered some tea to wash down his meal. The young man excused himself and left. He explained that he had to meet Ukrainian who had come to China with him. They had tickets for a Chinese opera and it started in twenty minutes.

Garlin finished eating and went to the lobby to buy an English paper. On the front page of the Shanghai People's Daily was a picture of Hoo Sang and an article about his disappearance. Beside his picture was a picture of Ding Ling. The article explained how Ding Ling was a prime suspect in
the case and how the great Inspector Greebley from Canada was on the case.

Greebley decided to take in some fresh air. As he walked across the street, reading his paper, the——— of a car horn made him lift his head. He looked into the double barrel of a shotgun, held by Ding Ling who was in the back seat of a slow moving car.

Garlin hit the dirt and rolled to the side of the street behind a rickshaw. He heard the blast and felt the shotgun pellets whiz over his head. The tires of the car screeched as it sped away. Garlin was unhurt and he was even smiling when he got up. He would have to be more careful and ———— it would be a good idea to change hotels but he finally had something he could go on. He had the license plate number of the car.

4. Inspector Greebley is always interested in finding new codes. He has even learned braille on a blind friend of his. Can you tell what the following words are written in braille.

1. ————
2. ————
3. ————
4. ————
5. ————
6. ————
7. ————
8. ————
9. ————
10. ————
11. ————
12. ————
13. ————
14. ————
15. ————

5. Alphabetical Order

6. Dictionary
List 26

everywhere
toboggan
stitch
braces
wear
veteran
alphabetical
gerbil
courses
tons
hear
coming
reunion
luckily
own

1. Word Scramble

brglie________________________
won________________________
erehwyrev____________________
nomurei______________________
gogonthe____________________
arew________________________
kycilul______________________
thisct_______________________
srecsmo______________________
ostn________________________
casertb_______________________
arhe________________________
lhbastaicepl__________________
tervnae______________________
oigmmc_______________________

2. Word Search

1. All over the place. ____________
2. To have something. ____________
3. Lots and lots. ________________
4. Someone who was in the war. ____________
5. You do this with clothes. ______________
6. A long sled. ________________
7. You need this to sew. ______________
8. A family gathering. ______________
9. Like a mouse. ________________
10. A - B - C - D - E... ____________
11. These straighten your teeth. ____________
12. You do this with your ear. ______________
13. The opposite of going. ______________
14. You take these at college. ______________
15. Fortunately. ________________
Chapter 4 (continued)

The real Garlin Greebley slept most of the day on Sunday, dreaming occasionally of his Shanghai adventure. He had a good night's sleep and felt much better on Monday morning. He was feeling well enough to go to school. Garlin did not like staying home because he always had work to catch up on when he did.

Garlin decided to wear his brother's AC/DC shirt to school. He looked in Horace's room but could not find it anywhere and ended up wearing one of his shirts. He did not have his mother call him for breakfast and ended up down late. His brothers, Horace and Alloysius, had already left so Garlin decided to walk with Erma Finkleduster to school.

When he met Erma at the corner it was not a happy day. She was quite upset because she was going to have to go to the dentist for her teeth. When it came to braces, though, Garlin was an old one. He has had braces for a year and a half now and they didn't bother him at all. By the time they got to school, he had managed to cheer Erma up quite a bit.

School went well for the most part, but Phys. Ed. did not. Besides Math, P.E. was one of Garlin's favorite subjects. However, today Mr. Smith was starting to prepare his students for the Canada Fitness tests. He lined up everyone in order and put them through sit ups, push ups, and running drills. Garlin worked so hard that he ended up with a cramp in his side. When the bell rang at noon, Garlin was visibly tired.

He crept back to the classroom to feed Fred, the student that the class was taking care of as part of the science course. He was really supposed to meet Erma at the hill to do some sledding but Fred had not been fed all weekend. Mr. Smith counted on Garlin to feed him. He managed to get 40 minutes of tobogganing in, but he went back to the school exhausted.

Garlin was almost sleeping during his afternoon classes, he was so tired. The last period of the day was the one he was waiting for, Math. When the bell rang he suddenly woke up. He raced through his seatwork
and was soon in the middle of Shanghai with the sights and sounds, and the oriental, musical names flashing through his head. This is where he wanted to be.

4. Code Word

<table>
<thead>
<tr>
<th>Code Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ḥūl JE</td>
</tr>
<tr>
<td>2. ḥūl ☼ &gt; J</td>
</tr>
<tr>
<td>3. &gt; ṣū qū &lt; n</td>
</tr>
<tr>
<td>4. usterity</td>
</tr>
<tr>
<td>5. &lt; ṭ t u l</td>
</tr>
<tr>
<td>6. J J u J o L</td>
</tr>
<tr>
<td>7. J J o J</td>
</tr>
<tr>
<td>8. n n &lt; l o n</td>
</tr>
<tr>
<td>9. ḥū ṣ u J J &gt; F</td>
</tr>
<tr>
<td>10. J J &gt; o</td>
</tr>
<tr>
<td>11. ḥū l o J J o</td>
</tr>
<tr>
<td>12. ḥū l o J E</td>
</tr>
<tr>
<td>13. ḥū l o J o</td>
</tr>
<tr>
<td>14. J J o V o n</td>
</tr>
<tr>
<td>15. J J o J</td>
</tr>
</tbody>
</table>

5. Alphabetical Order

6. Dictionary

7. Unit Test
1. Word Scramble

- htcasern
- tem
- yb
- rewsd
- dedecidc
- kresn
- hywson
- odog
- thea
- osem
- meetdushn
- ehwn
- lilp
- elcl
- tetetenermn

2. Crossword Puzzle

ACROSS
2. What you've done if you made a decision.
4. A synonym for detest.
9. None the less.
10. Not on top.
12. Not all.
13. Instructs.
15. A small tablet

DOWN
1. The past tense of meet.
3. T.V. is a form of this.
5. A homonym for buy.
6. The opposite of bad.
7. A question word for time.
8. Not better.
11. What one does to leaves in the fall.
Chapter 5 - Ring Around the Ghetto

Ring, ring!

Garlin was not surprised to find Miyo Toon at the other end of the line. He had tracked down the owner of the car that had almost run him down with Ding Ling in it. It belonged to a Wei Ring who lived on Hum Drum Road near the river.

Unfortunately, Wei Ring was presently in a prison. He had been arrested for robbery. He did not have anything to do with Ding Ling and the murder attempt but maybe his wife did. Garlin thought that it might be of help if he talked to her and that is where he headed as soon as he hung up the phone.

As Garlin drove along in the rickshaw, he was surprised how rundown the houses became as he got closer. The look of Wei Ring's house, they were very poor. There were not many areas in Shanghai than Hum Drum Road. Ring's wife was one of the saddest creatures Garlin had ever seen. She was skinny and pale. Garlin saw her, he felt deeply sorry for her.

The Inspector spent a half hour with this poor lady. He had a hard time understanding her broken English but he finally got the whole story. Wei Ring was in jail because he had committed a robbery for Ding Ling. The family had five kids and no money coming in. The only thing of value they had was the car that Ding Ling had shot at Garlin from. When Ding Ling had offered to give her $2,000.00 for the use of their car, she to accept. They needed the money badly. Garlin was told that she had been paid in Canadian $1,000.00 bills. that is what Garlin had thought a jerk like Ding Ling would do, pay her in counterfeit money.

The more he heard, the more he grew to Ding Ling and the more he felt sorry for Mrs. Ring. For such a poor lady she was a kind and considerate person. His visit did do some . He found out the address of a garage where Mrs. Ring had left the car.

Garlin left Mrs. Ring. He had done enough police work for one day. He wanted to take in some of Shanghai's and had made arrangements to meet a friend of his who at Shanghai college.
They were to meet at 7:00 and it was already 7:05. His friend would___________

him over the coals for being late. He did not feel great after his visit
to the Ring house. He took _____________to calm his stomach and
cought a rickshaw to the center of town. Things were coming together.

Garlin knew he was in danger and could not stop thinking about it.

4. Code Word

<table>
<thead>
<tr>
<th>KEY</th>
<th>WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1234567</td>
<td>728572</td>
</tr>
</tbody>
</table>

1. 93 72810727
2. 821111
3. 12101111
4. 6131214
5. 145152
6. 15216
7. 16213817214
8. __________

5. Alphabetical Order

________________________
________________________
________________________
________________________

6. Dictionary

7. Unit Test
List 27
happened
somebody
white
aren't
really
teacher
bread
whenever
pink
different
unlocked
night
elevator
sit
group

1. Word Scramble
elyrla _______________________
okacnleud _______________________
hfiew _______________________
eroealvt _______________________
tis _______________________
hmgid _______________________
etnnr _______________________
apneepf _______________________
sebdr _______________________
kpri _______________________
newerveh _______________________
pguor _______________________
fdfrweet _______________________
actreeh _______________________
boomseyd _______________________

2. Word Search

1. This can be made into toast. _______________________
2. A synonym for maybe, _______________________
3. A few people together. _______________________
4. We can take this instead of the stairs. _______________________
5. You don't need a key when your door is this. _______________________
6. He works in a school. _______________________
7. A synonym for a person. _______________________
8. Come _______________________
you can. _______________________
9. A synonym for actually. _______________________
10. Not the same. _______________________
11. Not black. _______________________
12. The ______________________ panther is a good cartoon.
13. The opposite of stand _______________________
14. What ______________________ to your car?
15. The opposite of are. _______________________

F U N W I T H W O R D S
Chapter 6 - The Pink Panther

Professor Plum, Garlin's friend from Shanghai College, had been waiting thirty minutes by the time Garlin arrived at the Pink Panther nightclub. He wondered what had happened to his Canadian friend at first but realized that if he and Garlin were together, Garlin was often late.

Professor Plum had been a professor at Shanghai College for three years now. He had met Garlin at the University of Calgary where he had taught and where Inspector Greebley had taken some courses in criminology. He had not seen Garlin since he had gained fame from the Blue Cougar case and just wanted to introduce and talk to his old friend.

When Greebley entered the nightclub, it was not hard to find the professor. He was the only officer person in the club. The other customers were all Chinese. Plum was next to the stage with two elderly gentlemen. Garlin did not want to sit so close to the music. He wanted to talk to his old friend, as well and it would be much too loud.

When Greebley joined the professor beside the stage, Plum introduced two fellow professors from the college. It was just by chance that they were there and were just about to leave to go to a club when Garlin sat down.

After the two elderly professors left, Garlin filled Plum in on the latest developments of the Ring Ling case. Plum knew where the garbage was that Mrs. Ring had indicated to Garlin. He said that he be able to take the inspector there the next day if his car was fixed. It was supposed to have been ready that day but as Garlin would learn, things always done on time in the city of Shanghai. In any case, the professor arranged to pick Garlin up at noon the following day.

For the next three hours the two friends talked and listened to the music at the Pink Panther. By 10:45, however, Garlin was ready to go back to his room, which he did. He took the upstairs and walked down the hall to his door. He found it rather strange that he had left the door. He must have been tired because it did not even dawn on him that else was in the room until he heard a
floor board creaked and felt a painful thud at the back of his head. He crashed to the floor unconscious.

4. Code Word

Garlin really likes Math in school and was surprised to find this code in Shanghai based on Mathematical forms and symbols. Can you figure out the words?

- A △ P ◇ K \ R ◊ V >
- B ▽ G C L × R ◊ W <
- C ▽ H / M + S ◊ X ◊
- D ▽ I \ N ▽ T ÷ Y ◊
- E ▽ J — O ▽ U = Z ◊
- P D

1. △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ △ ^
List 28

1. Word Scramble

- kitnh____________________
- mgy____________________
- how____________________
- trid____________________
- eetplnoh________________
- nimgro__________________
- htgir____________________
- who_______________________
- elelyci spa________________
- alnsec___________________
- tunil____________________
- draveri___________________
- sseemntoi________________
- kerab____________________
- pesley___________________

2. Crossword

ACROSS

3. Another word for soil.
4. Wait________ I get there.
5. What we do with our brain.
6. We use this to talk to someone who is not where we are.
7. A question word. (_____ did that?)
10. We can do this to a glass if we drop it.
12. He puts = He________
14. What we are if we are tired.
15. Not the afternoon.

DOWN

1. A synonym for came.
2. The opposite of left.
7. A synonym for above all.
8. A question word. (______ are you today?)
13. Where we have physical education.
Chapter 7 - Plum's Problem

The following day Professor Plum arrived at Greebley's hotel room later than expected. His car was not ready to drive until 12:45. He had tried to call Garlin early that morning but got no answer. He thought that maybe Garlin was a little late and didn't want to get out of bed to answer the phone. Little did he know that Garlin had been ambushed and taken away the night before.

When the professor was not able to get hold of Greebley, he decided to go to the gym to work out. He liked to start the day with a good work out and he would do this every day of the week. It gave him a very good start to the day.

When Plum finally did get to Greebley's door he knew away that something was wrong. The door was still unlocked. Some things were knocked over and not in their right place.

Plum knew immediately that he would now have to get directly involved in the case if he were ever to see his friend again. He could not imagine who would have tried to get in, or they would have done it.

Plum looked about the room. Near the door there was some blood on the carpet. Poor Garlin, he really was in trouble. The professor decided to check with the front desk clerk said he had not seen anyone or anything suspicious.

When the professor returned to Greebley's room he noticed a stain on the carpet. When he examined it more closely he realized that it was an oil mark, made by someone who had recently worked around cars and who had obviously walked in some oil. Then it came to him. Of course, the garage that Garlin had talked about. He knew where it was. He had to go there. His ex-student needed him and that was where he would find him. Plum had an uneasy feeling in his stomach but off he went.
4. Code Word

<table>
<thead>
<tr>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>f</td>
<td>g</td>
</tr>
<tr>
<td>h</td>
<td>i</td>
<td>j</td>
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<tr>
<td>k</td>
<td>l</td>
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<td>n</td>
<td>o</td>
<td>p</td>
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<tr>
<td>q</td>
<td>r</td>
<td>s</td>
</tr>
<tr>
<td>t</td>
<td>u</td>
<td>v</td>
</tr>
<tr>
<td>x</td>
<td>y</td>
<td>z</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

5. Alphabatical Order

6. Dictionary

7. Unit Test
List 29

1. Word Scramble

him
upon
asleep
don't
whole
social
their
played
breakfast
rings
even
case
games
motors
stopped

twroos
loweh
aces
lypead
please
skbartsa
gsrni
seevn
amsge
detposp
otnd
ihm
locasi
noup

2. Word Search

BADEYALPW
SROTOMPFH
TRECGEJO
OCGEALKERL
PSSMEBLIE
PEVEIFSND
SPHCHACGO
DIPGAMESHI
MUDLRIGHT

1. The opposite of worked.
2. The opposite of underneath.
3. A detective works on this.
4. What you are at 3:00 a.m.
5. Do + not =
6. The first meal of a day.
7. The opposite of odd numbers is
   numbers.
8. ____________studies.
9. A homonym for there.
10. What the bell does at the end of the day.
11. All the parts together.
12. The opposite of started.
13. Cars have these to make them go.
14. Children play these.
15. The opposite of her.
Chapter 7 (continued)

Normally, Erma Finkleduster was Garlin's alarm system. She always warned him when Mr. Smith was too close for comfort. However, on this particular day Erma had left the room on an errand for Mr. Smith.

When Mr. Smith first saw Garlin he thought that his prize student was _____________. Little did he know that actually he was off in China solving an intricate ____________ in Shanghai. After all students ____________ normally spend their math classes in dreamland. The ____________ class was working except for Garlin and Mr. Smith decided that it was time that Garlin ____________ playing his little ____________ if he was the best student in the class. Mr. Smith needed everyone's attention in class and he wanted ____________ respect too. What Garlin was doing did not show much respect for the teacher or the other students.

Mr. Smith sneaked up behind Garlin with his yard stick in his hand. CRACK! Down went the yard stick on Garlin's desk.

"What period are we in, Garlin?" asked Mr. Smith.

"Uh, ____________ studies, sir. We're studying China." Oh no! As soon as he had said it, Garlin realized the mistake he had made.

"I'd like to see you at my desk as soon as the bell ____________; young man," blurted Mr. Smith.

By the time the bell had rung, Mr. Smith had cooled down a bit. He was still upset with Garlin but was ready to offer ____________ a compromise. Garlin was very surprised to hear what his teacher had to say.

Mr. Smith was also surprised when Garlin told him how he spent his days. He was fascinated with the stories Garlin had made up. He found this quite creative and imaginative and so he offered Garlin a deal. Mr. Smith told Garlin that he would be allowed to dream up stories in school for one period a day if his work was done. In exchange for this though, he had to tell the rest of the students about his adventures every second week. Mr. Smith would count this for his oral mark. Garlin was overjoyed.
Usually Garlin__________ at the work on his way home from school but that day he was deep in thought. He paid no attention to the sound of car__________ whizzing past him and was almost hit crossing Main Street. He was not so sure now about the new responsibility Mr. Smith had thrust__________ him. He didn't particularly like talking in front of other people.

By__________ time the next morning he felt a lot better about it though. He loved imagining and Mr. Smith was really giving him a golden opportunity. He had thought a lot about it and was eager to get to school and get back to Inspector Greebley and his problems.

4. Code Word

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<td>D</td>
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2. 6 12 5 13 14
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4. 8 16 14 2
5. 13 16 17 2 14
6. 11 12 17
7. 16 14 18 2 2 19
8. __ __ __ __ __

5. Alphabetical Order

| __________ |
| __________ |
| __________ |
| __________ |

6. Dictionary

7. Unit Test
1. Word Scramble

she____________________
lera____________________
est_____________________
trats___________________
hyw_____________________
cdsuehel________________
worm___________________
gyheetyrm________________
heter___________________
nego___________________
rrodev___________________
englte___________________
umanoti_________________
rayv___________________
swepn___________________

2. Crossword Puzzle

ACROSS
1. A time table.
3. Lots of poetry.
5. The Rockies are these
7. A word that often goes with kind.
9. How come?
11. Opposite of here.
13. The past form of eat.
14. The colour of soil.

DOWN
1. The beginning.
2. The past form of drive.
4. What we sing.
6. A synonym for quite.
8. All.
10. The opposite of false.
12. He + is = __________.
Chapter 8 - Plum on the Prowl

Garlin liked his new arrangement. He saved the last period of the day for what he called story building. Sometimes it seemed like he had to get through a __________ of work but he always managed to get __________ done by the last period and could get back to Shanghai.

Back in Shanghai Professor Plum had a __________ problem. He was becoming __________ involved with Garlin's case through no choice of his own. He had taught criminology for several years now but had never really been on a case. His real specialty was poetry. He had even written several __________ for various magazines and even a __________ once for a musician. So, naturally, he didn't feel quite comfortable. He was worried and wondered __________ he had even asked Garlin about the case. He had no choice now, however. "____________ got to be all right," thought the professor as he headed down to his car.

Professor Plum did not find it easy to __________ his car. It had not been fixed very well but it finally did start. He thought that this would give him a good reason for going to the garage where he hoped Garlin was. The sooner he got __________ the better.

As he __________ he tried to put everything together. He knew Garlin had been hurt because of the blood. He did not know when. He felt fairly sure that Ding Ling's garage was the answer because of the oil stain. Garlin was probably hoping that his friend would put two and two together and show up to help him out. He was probably wondering when. Little did Garlin know that the professor was behind __________ because his stupid car had not been ready on time.

Plum slowed down as he approached the garage. It was a dirty __________ in colour and was quite messy looking. When Plum got closer he noticed a sign identifying the place as Melody Motors. Once inside the professor talked to what appeared to be a kind and __________ Chinese fellow who was extremely polite. It was Yoo Rang, the mechanic. He was the only one around and was in the middle of eating a late lunch. He explained that he would look at Plum's car after he __________. Plum sat down and waited.
4. Code Word

Below is a new code that Garlin has devised. Can you write our spelling list using this code.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

1. everything
2. real
3. brown
4. song
5. why
6. schedule
7. ate
8. gentle
9. very
10. he's
11. drove
12. poems
13. mountain
14. there
15. start

5. Alphabetical Order

________________________
________________________
________________________
________________________
________________________

6. Dictionary

7. Unit Test
**List 31**

- writing
- gum
- wouldn't
- automatically
- dumb
- building
- poet
- carve
- rotten
- state
- giraffe
- them
- example
- falling
- moving

1. Word Scramble

   - aifcre__________________________
   - mug___________________________
   - unwdotl________________________
   - mteh___________________________
   - peemle_________________________
   - roeva___________________________
   - galngilf________________________
   - lbgiimud________________________
   - ttesa___________________________
   - bdmu___________________________
   - tone____________________________
   - rwguit__________________________
   - uoaclltisy_______________________
   - oiguwv__________________________
   - mtetor___________________________

2. Word Search

   I. A school is one. _____________
   2. Like a province. _____________
   3. Something that shows us how to do something. _____________
   4. Unable to speak. _____________
   5. We do this cursively. ___________
   6. This is done when you lose your balance. _____________
   7. This is done when you change house. _____________
   8. Something that is not good. _____________
   9. What kids like to chew. _____________
   10. Would + not = _____________
   11. Someone who writes poems. _____________
   12. The plural of him. _____________
   13. You need a knife to do this. _____________
   14. How you do something without thinking. _____________
   15. An animal with a long neck. _____________
Chapter 6 - Plum at the Petrol Station

As soon as Hoo Sang left to eat his lunch Plum began looking around the office. He was in a small as most gas stations are. Hoo Sang was in an adjoining room, eating with the mechanic. The professor could hear talking in Chinese and about the room.

Plum knew that Hoo Sang finish eating for a good ten minutes. He took his time to look around. There was not much in the small office. He saw a ball machine, a filing cabinet, an old desk, and a cash register. Things were in of disorder. Papers were everywhere and the place was really quite dirty. There was even an apple core wedged between the filing cabinet and the wall. It had obviously been there for quite some time.

Plum could find nothing that even hinted any illegal activity. But he did find a key with some Chinese on it in a drawer of the desk. He felt it would be good to have a copy of it. How was he going to do this? What he came up with was an of his superior intelligence. He bought three gum balls and chewed them well. He then made an impression of the key in the gum, wrapped it in paper and carefully put it in his coat pocket. It would be easy to get a copy of this made at the college. Hopefully it would help him find Garlin. Although he was really a, not a detective, he had learned a lot from teaching criminology all these years.

Meanwhile at that very moment, Inspector Greebley was regaining consciousness in the basement of the very same garage. When he came to he saw a skinny Chinese fellow with a long neck like who had fallen asleep. He had obviously been trying to something out of wood as there were shavings at his feet and there was a knife under his chair. Garlin knew he had to get to that knife. He was tied around the feet and wrists, however. Then Garlin did thing. He tried to hop to the knife. When he was about half way, he slipped on some of the shavings. The guard woke up when he heard Garlin to the floor.
Upstairs Plum could hear faint sounds coming from below. He did not realize that it was his friend being beaten for trying to escape. In any case Plum could not be of much help. Downstairs, Garlin lay on the floor, black and blue and very sore all over.

4. Code Word

|   | b | c | d | e | f | g | h | i | j | k | l | m | p | q | r | s | t | u | v | w | x | y | z |
| 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| 15|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

5. Alphabatical Order

   ____________   ____________   ____________
   ____________   ____________   ____________

6. Dictionary

7. Unit Test
1. Word Scramble

<table>
<thead>
<tr>
<th>Heard</th>
<th>Rough</th>
<th>Awful</th>
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<tr>
<td>Wore</td>
<td>Dangerous</td>
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<td>Wolves</td>
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<td>Much</td>
<td>Fixes</td>
<td>Said</td>
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<tr>
<td>Gloomy</td>
<td>Themselves</td>
<td>Space</td>
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2. Crossword Puzzle

**ACROSS**

2. Terrible
4. Not safe
7. What your ears did.
12. Repairs.
14. Police do these to keep an eye on things.
15. Very, very good.

**DOWN**

1. Hit into.
3. Like big wild dogs.
5. A verb like told.
6. Plural of himself.
11. How____ does it cost?
13. Where UFO’s come from.
Chapter 9 - The Return of Ding Ling

When professor Plum listened to the sounds coming from downstairs, he wondered what was going on. It sounded to him. If it was Garlin who was downstairs it sounded like he was getting some treatment. No matter how, it was Plum vowed that he would come back after hours to check around.

After Hoo Sang and the mechanic had finished eating, they came to talk to Plum. The mechanic greasey overalls and was a dirty looking man, but apparently he was a mechanic from what Hoo Sang, "His name is Ring Rang and he anything that moves but you will have to leave your car here overnight. We are just too busy to get right at it." There wasn't Plum could say, so he left his car. As he was going out the door he into a very looking fellow with a frown on his face. He was a huge man of Chinese origin. Plum could see that he was bald although he was wearing a bowler hat. He had an expensive looking gold bracelet on the large wrist of the hand that was carrying a small suitcase. Plum knew right away that this was Ding Ling, the man Garlin had described to him. When the men entered, a heated discussion broke out among the three Chinese men. Plum, who spoke excellent Chinese, heard the word downstairs more than once in what they were saying. The professor left the three men to

As Plum walked to the nearest bus stop, it was as though he was lost in . His mind was churning everything over and over. He thought about the three men he had just left hovering over Garlin like a pack of , putting him through all kinds of pain and torment. A police squad woke him from his reverie as it went past. It was making one of its frequent around the neighbourhood. Plum thought that it was the police that should be contacted. They were the professionals, not him, but darn it, he wanted to prove that he could solve a case. After all he taught criminology. He needed some first hand experience. He had always wondered what real police work was really like and he was enjoying the thrill of it. He would come back that night by himself.
# 4. Code Word

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## 5. Alphabetic Order

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## 6. Dictionary

## 7. Unit Test
List 33

1. Word Scramble
   - sheet
   - tbtru
   - ittehgs
   - rwko
   - urdon
   - aymm
   - ebne
   - arih
   - orig
   - aescu
   - dowos
   - eepxtc
   - udgeshefr
   - reppa
   - lpmtrtiu

2. Word Search
   - R R T H G U A D I H
   - O R G F I O C T M F
   - U M S A N O T T U B
   - F A N E B E D H P
   - D I B K H E X E T A
   - G Y R G A T C C I P
   - L O A G I D E U P E
   - W P K I R M P A L R
   - S D O O W J T S B O

1. The opposite of son.
2. A synonym for several.
3. This helps hold your shirt on.
4. A synonym for forest.
5. This is a wood product.
6. An Italian meal.
7. The plural of this.
8. What is on our heads.
9. The past of be.
10. Not square.
11. The opposite of coming.
12. The red part of a pizza.
13. 16 is a ______ of 4.
15. All but one = All __________ one
By the time two weeks were up Garlin had things to tell his classmates. He went on for more than a period about detective in general, without hardly mentioning the cases he had dressed up for a brief mention of each of the two cases as examples of police work. He wanted to give his classmates the background leading up to each case so they knew what was on in each one.

Garlin explained how a detective relied on clues to solve each case. He explained how important the small piece of from Pepi's Pizzeria with the bill on it had and how the big Chinese man with on his head had made him suspicious because of his suitcase. The smallest off a shirt could be a major clue in a case. All clues and a lot of footwork helped detectives solve cases.

As the students listened to Garlin talk about being a detective they were glued to their seats, fascinated with every word he said. When he started talking about the actual cases their eyes were as as silver dollars. Garlin was getting to know a lot about police work and his fellow students were amazed at this knowledge.

It did not take long for the whole school to hear about the small grade four student with the big imagination. Everyone had heard of the "Blue Cougar" case and they were all following the "Ding Ling" case with great interest, wondering what would happen next. They waited impatiently during the two week intervals to learn of the latest episode. Garlin Greebley was becoming quite a celebrity. Mr. Smith was very proud of his prize student. News about Garlin even spread all around town.

Garlin knew he had become famous in town when he was walking home one day with Erma Pinkleduster through the of the edge of town. He liked walking in the trees because it was quiet and he could think more. Erma was the mayor's and Garlin was quite surprised when she said that her father wanted him to come to supper the following week. They would serve his favorite meal, and meatballs with a spicy tomato. Of course Garlin accepted. Who could refuse an invitation from the mayor?
Garlin did not dwell on the mayor's invitation, though, as he had more important things to think about back in Shanghai. After all he had left Inspector Greebley in an awkward position and Professor Plum was having his doubts about his detective abilities.

4. Code Word - While in Shanghai Garlin ran across a very strange code. It took him a while to break it but he finally did. See how you do with it.

```
A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
```

1.  
2.  
3.  
4.  
5.  
6.  
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8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  

5. Alphabetical Order

```
```

6. Dictionary

7. Unit Test
List 34

- buy
- nothing
- didn't
- party
- voice
- destroyed
- first
- breath
- with
- nobody
- spicy
- they're
- grew
- before
- fingers

1. Word Scramble

```
| atbeh | ifargme | itdān | boyāν | rwge | oceiv | iwht | sedoertyd | ybu | frtis | ytheer | ohngitn | ytrap | feboer | iyscp |
```

2. Crossword Puzzle

```
ACROSS
2. The opposite of everything.
3. Did * not = ________
6. Ruined.
9. We have this for a birthday.
10. These are on our hands.
11. They + are = ________
12. I like cream ________ my coffee.

DOWN
1. What we talk with.
2. The opposite of everybody.
4. To pay for something.
5. Got bigger.
7. With lots of spices.
8. We can see this in winter if it is cold.
10. The opposite of last.
```
Chapter 10 - No Time to Lose

The professor was feeling doubtful about himself but was going to stop him now that he was so involved. Plum had a feeling the sounds he had heard beneath the garage was Garlin's crying out in agony. He knew he had to get to Garlin they really would see him trying to enter the garage after hours. While he was waiting he would something to eat at his favorite restaurant.

When the professor went into the restaurant he stayed long for there was a rather noisy going on there and he had a lot of thinking to do. He found a quiet place around the corner. He would eat and then go to the college where he could get the key out from the impression he had made. Before eating he phoned his fellow criminology professor, Sing Lo, who was to meet him at the college at 9:30 to cut the key. By the time the key was cut and Plum got back to Melody Motors, it would be dark and he could get to work.

When Plum sat down and had ordered he heard a rather familiar voice behind him. He turned to see Ming Ling there. When his order of Chinese food came, Plum hardly touched it and not because of the spices. He was straining to hear every bit of the conversation behind him.

"in our way and will have to be."

"We will do it tonight."

When Plum heard this his stopped short. They must be talking about Garlin and his friend Hee Sing, the Shanghai policeman. He worried and felt that maybe he should act a little more haste. The chopsticks dropped from his and he went to call his friend, Sing Lo. He had no time to lose now and no time to contact the police even if he wanted to.

Sing Lo did a beautiful job of cutting the key and by the time the professor arrived back at the garage it was just after dark. He went around to the back alley. There was a car there outside the garage door. The professor did not know that it was Wei King's car that had almost run Garlin down a short while ago. He nervously handled the key. It fit in the lock of the back door and it turned. It was the right key after all.
4. Code Word

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
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</thead>
</table>

1. \( \square \) \( \square \) \( \square \)
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5. Alphabetical Order

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6. Dictionary

7. Unit Test
1. Word Scramble

- erlndiu
- edah
- satdeyu
- uchtga
- yee
- awu
- bolka
- adfe
- ovlmi
- rotgof
- nidn
- luyg
- reew
- eascilp
- elbualav

2. Word Search

- BTGROFEV
- WSDFUGLYD
- WPABECEEN
- MEGDAENTI
- MCRUUFKUL
- IILEGQCBO
- CARLHRJSTI
- VLMDDTADY
- KCALEWPS
- NTURNEDEYU

1. A homonym of I. ______________
2. The second day of the school week. ______________
3. What you are if you can't hear. ______________
4. Something worth a lot of money. ______________
5. The opposite of ordinary. ______________
6. You can cut wood with this. ______________
7. The colour of the sky at night. ______________
8. Didn't remember. ______________
9. Your brain = your ______________.
10. The plural of he was is They ______________.
11. A fiddle. ______________
12. Not beautiful. ______________
13. What is on your shoulders. ______________
14. The past for of turn. ______________
15. What Garlin did to Abba Cadaver. - ______________
   him.
Chapter 11 - The Cat's Meow

Just as the professor was about to open the door a pair of headlights could be seen as a car drove behind the other car that was parked there just getting the key out in time.

A big sedan rolled up and stopped behind the garage. Three men got out. Plum recognized the mechanic and Bing Ling. The third man was an evil looking creature with a patch over one eye. He was obviously here for a job as he carried a case in one hand. The professor knew that there was probably a gun in there. The man was obviously a hired killer, a hit man. He had to get to Garlin before it was too late.

Lots of things were going through Plum's mind. He was trying to come up with a plan to get to Garlin without being seen. He knew that he had to keep a cool head on his shoulders. When the professor crept up and put his ear to it. It was as though he couldn't hear a thing inside. The door must have been soundproofed.

Plum turned the key slowly in the lock and gently pushed the door open. He did not have a gun but took out the only weapon he had, a rather large pocket knife which he opened. He didn't think about getting a gun when he was at the college. He was in too much of a hurry and was too nervous besides. When the door was opened he understood why it had been soundproofed. A terrible racket was coming from below. Machines humming away, making money.

As the professor crept down the dimly lit stairway he saw Garlin sitting against a wooden post, tied up. The three men were talking with two others opposite Garlin and the violin case was leaning against the wall beside them. What Plum did not see was the cat laying on the stairs. The scream of the cat and the noise of the professor falling attracted the attention of the five men. They came running to find Plum unconscious at the bottom of the stairs.

When Plum woke up he was surprised to see policemen everywhere. Garlin was looking into his eyes, a big smile on his face. Thanks to Plum the police had netted a prize. They had captured Bing Ling and his gang with over $400,000.00 in counterfeit Canadian money. The professor wondered how it had happened and Garlin told him how.

As the professor went flying down the stairs his knife went flying too. It nicked Garlin's ear and stuck into the wooden post behind him. It was nothing for Garlin to pull the knife out with his mouth while the others
were crowded around Plum. He quickly cut the ropes that bound him. Since Ding Ling and the others were occupied with the professor, Garlin was able to sneak over to the violin case and remove the small sub machine gun that was in it. Once Ding Ling and his men were captured and tied up, Garlin found his friend, Hee Sung in the trunk of the car that was parked in the alley. After this he contacted the police. It was a storybook finish to a great case. Garlin couldn't have done it without Plum's help.

Now that Garlin's work was done he could relax a bit and enjoy Shanghai. He was leaving on ________________ which gave him two days to enjoy himself and that is what he did with Hee Sung and the professor.


```
1 2 3 4 5 6 7 2 8 5 7 2
K E Y W O R D D E C O D E
```

```
1. 7 2 9 10
   11 2 9 7
2. 3 9 12 13 11 14
3. 12 13 15 3
4. 14 12 6 16 2 7
5. 2 3 2
6. 4 2 6 2
7. 14 12 2 17 7 9 3
8. __ __ __ __ __ __ __
9. 17 9 4
   16 5 6 13 5 14
10. 17 18 2 15 9 15
11. 20 19 5 15 19 16
12. 21 19 16 7
13. 20 9 15 12 9 22 15 2
14. 22 15 9 8 1
15. __ __ __ __ __ __ __
```

5. Alphabetical Order

```
          ________________
          ________________
          ________________
          ________________
          ________________
```

6. Dictionary

7. Unit Test
TEST OF 50 COMMON WORDS

1. near
2. keep
3. alley
4. course
5. worse
6. inside
7. every
8. do
9. jokes
10. writing
11. better
12. tonight
13. who
14. right
15. that
16. coach
17. didn't
18. married
19. too
20. there
21. breakfast
22. motors
23. weather
24. heard
25. ground
1. middle
2. woods
3. dead
4. pretty
5. about
6. family
7. hear
8. plane
9. presents
10. to
11. bread
12. until
13. square
14. quite
15. their
16. among
17. nothing
18. why
19. decide
20. aren't
21. month
22. our
23. follow
24. earth
25. many
Appendix C

SPELLING ATTITUDE SURVEY

School ___________________________ Grade ______
Male ____ Female ____

A. Indicate how you feel about the spelling program you use by placing only one mark between each pair of words. Be sure not to leave out any of the pairs.

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<th>Very much</th>
<th>A bit</th>
<th>Neither</th>
<th>A bit</th>
<th>Very much</th>
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<tbody>
<tr>
<td>nice</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>interesting</td>
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<td>---</td>
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<tr>
<td>fun</td>
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<td>like</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>exciting</td>
<td>---</td>
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<tr>
<td>useful</td>
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<tr>
<td>important</td>
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<td>valuable</td>
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<tr>
<td>helpful</td>
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<tr>
<td>necessary</td>
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<tr>
<td>meaningful</td>
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<tr>
<td>easy</td>
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<tr>
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<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>(too easy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(too difficult)</td>
</tr>
</tbody>
</table>
B. Answer the following questions according to what you think about Spelling.

1. Do you think that you are a good speller?
   Yes....No....

2. Could you think of some ways that spelling could help you at this time in your life? ____________________________

3. Could you think of some ways that spelling could help you later on in life? ______________________________________

4. What suggestions do you have for making spelling more interesting? ________________________________________________

C. Write a short paragraph about spelling and the spelling program you use this year.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Appendix D

A summary of qualitative data regarding attitudes towards spelling - a sample of answers.

Question 1. Do you think that you are a good speller?

Experimental group: -13 yes answers
-2 no answers
-4 were unsure

Control group: -8 yes answers
-5 no answers

Question 2. Could you think of some ways that spelling could help you at this time in your life?

Experimental group: - reading, speaking, better marks, grammar, no, life, fun.

Control group: - syllables, reading, writing, marks, school.

Question 3. Could you think of some ways that spelling could help you later on in life?

Experimental group: - job, reading, writing, career, no, university.

Control group: - job, schooling, important, reading

Question 4. What suggestions do you have for making spelling more interesting?

Experimental group: - add sections, hangman, like
it as is, illustrations, more
tests, harder words, don't
change, spelling bees, more
of specific sections.

Control group: -games, more words, harder words,
writing more with the words, new
words.

Paragraph. Write a short paragraph about spelling and
the spelling program you use this year. (main ideas)

Experimental group: -fun, helps us remember, liked
specific sections, pretty
good, liked it very much, the
best, pretty neat.

Control group: -good but long, loved it, enjoyed,
a bit difficult, fun, boring, too
easy, repetitive, improved my
spelling, easy, o.k.