

**ENGLISH SPELLING INSTRUCTION
IN GRADE FOUR FRENCH IMMERSION**

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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

DF:		Unpaired t Value:		Prob. (2-tail):
30		1.029		.3116
Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Control	13	18.846	7.221	2.003
Experimental	19	16.684	4.691	1.076

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

DF:		Unpaired t Value:	Prob. (2-tail):	
30		.531	.5994	

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Control	13	39.692	9.077	2.518
Experimental	19	37.895	9.62	2.207

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

DF:		Unpaired t Value:	Prob. (2-tail):	
30		-1.441	.1599	
Group:	Count:	Mean:	Std. Dev.:	Std. Error:
Control	13	56.385	8.211	2.277
Experimental	19	60	6	1.376

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 ($t = 1.88$, $df = 17$, $p > .05$), 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

DF:		Unpaired t Value:		Prob. (2-tail):
17		1.884		.0768
Group:	Count:	Mean:	Std. Dev.:	Std. Error:
F	13	40.538	8.752	2.427
M	6	32.167	9.579	3.911

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

DF:		Unpaired t Value:		Prob. (2-tail):
17		-.565		.5796
Group:	Count:	Mean:	Std. Dev.:	Std. Error:
F	13	59.462	6.105	1.693
M	6	61.167	6.145	2.509

more positive in the section that involved a written paragraph. All six of the boys in this group indicated that they found the program to be fun, with one indicating that it was the best spelling program he had ever used. Although the overall comments of the girls were, indeed, positive as well, they offered more suggestions for changes in the paragraph section. The boys seemed satisfied with the program the way it was.

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

DF:		Unpaired t Value:	Prob. (2-tail):	
17		.011	.9915	

Group:	Count:	Mean:	Std. Dev.:	Std. Error:
F	13	16.692	4.803	1.332
M	6	16.667	4.885	1.994

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 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.

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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 _____

rssshape _____

lcpine _____

ssqteiuno _____

ttsse _____

ntcuo _____

deernal _____

cesres _____

kesd _____

tnoacfir _____

slsca _____

htcae _____

lohocs _____

mtprcsueo _____

eusstcjb _____

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

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

10. The room you are in now. _____

11. Science and Math are these. _____

12. You get this when you ask a question. _____

13. You do this in Math. _____

14. These are smart machines. _____

15. Where a student works at. _____

Clues

1. $\frac{1}{4}$ is one of these. _____

2. Students don't like these. _____

3. Something you write with. _____

4. Parts of a sentence. _____

5. What teachers do. _____

6. What students did. _____

7. You ask these. _____

8. Students love this. _____

9. The building you are in right now. _____

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?

	b	
a		c
	d	

e	f	g
h	i	j
k	l	m

n	o	p
q	r	s
t	u	v

	x	
w		y
	z	

1. $\square \downarrow \downarrow < \square \square$ _____
2. $\square \downarrow < \downarrow \square \square$ _____
3. $\square \square \downarrow \square \downarrow \square \square \square \square$ _____
4. $\downarrow \downarrow \square \downarrow \square$ _____
5. $> \downarrow \square > \downarrow \square$ _____
6. $\square < \square \square \square \square$ _____
7. $\square \square \downarrow \square < \downarrow \square$ _____
8. $< \square \square \square \square \downarrow \square \square \square$ _____
9. $\downarrow \downarrow > < \square$ _____
10. $< \square > \square \square$ _____
11. $< \square \square \downarrow \downarrow$ _____
12. $\wedge \downarrow \square \downarrow$ _____
13. $\square \square > < \downarrow \square \square \square \square$ _____
14. $\square \downarrow > \square \square \downarrow \wedge$ _____
15. $\square \square \square > \square \downarrow \square$ _____

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 can not think of a definition, write a sentence with each word used correctly.

7. Unit spelling test.

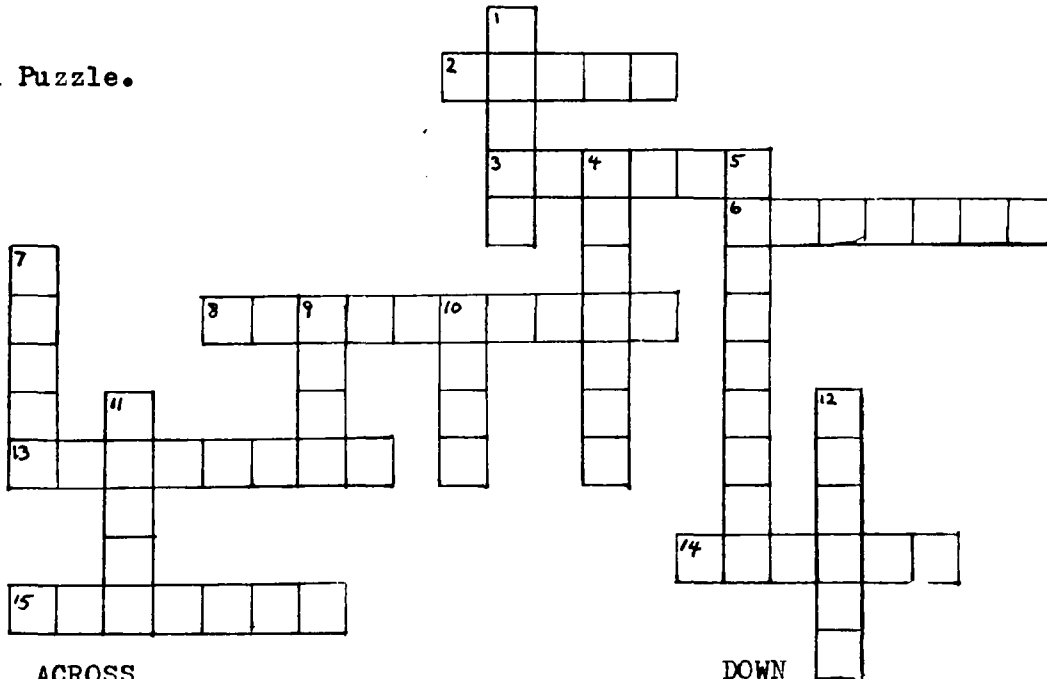
List 2

rang
special
actually
boring
difference
knows
known
medium
pizza
steer
sculpture
compass
through
washes
fall

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

griobn _____
truepulsc _____
nnwko _____
lcipesa _____
narg _____
trees _____
sseahw _____
lfal _____
swonk _____
azipz _____
pssocma _____
hhrutog _____
lalaumtc _____
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.
13. An adverb for actual.
14. Not big, not small.
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.

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

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

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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

List 3

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

1. Word Scramble

@ah _____
sgan _____
tobau _____
l'Ill _____
alij _____
spinene _____
vage _____
agacebb _____
tkpe _____
ragged _____
deadnl _____
gitear _____
sebucae _____
torivfae _____
dearimr _____

2. Word Search

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

1. Something you like better ^{than} anything is this. _____
2. Our story is _____ Garlin Greebley.
3. A contraction of I will. _____
4. Another word for prison. _____
5. Why? _____, that's why.
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.

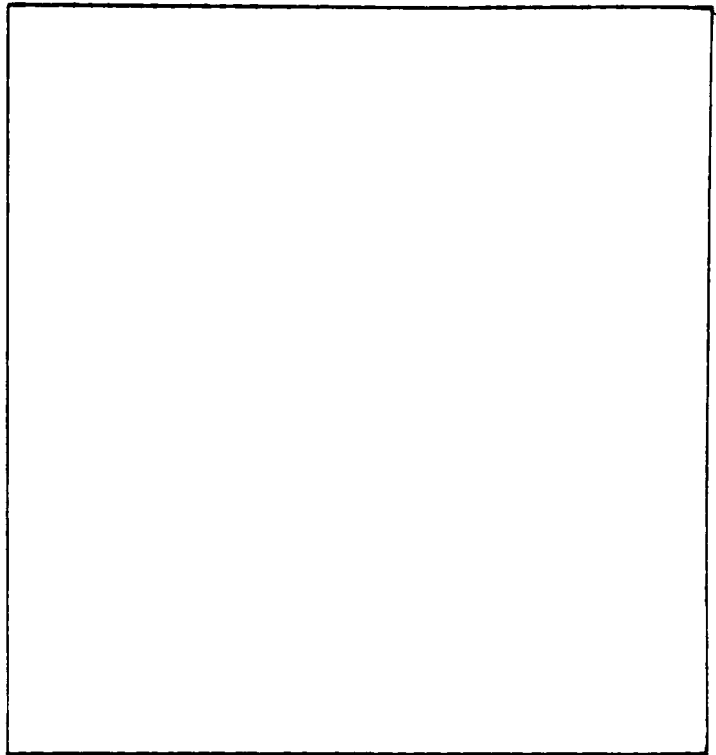
"_____ help you, bub, for a slice of pizza," she said. Of course Inspector Greebley agreed.

"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. Alphabetical Order

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

6. Dictionary

7. Unit Test

List 4

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

1. Word Scramble

hheerwt _____
aangi _____
hwtldcae _____
mutbh _____
llaaccurtso _____
vealse _____
pets _____
enlap _____
dide ml _____
ekwn _____
fekni _____
od _____
colak _____
trachep _____
hotb _____

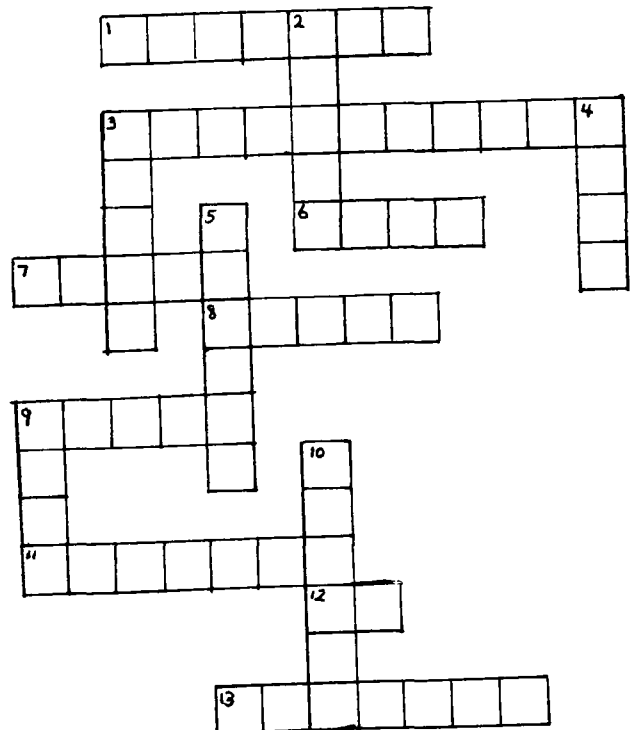
2. Crossword Puzzle

ACROSS

1. A part of a novel.
3. These help us do Math.
6. Two of them.
7. It flies.
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)

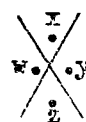
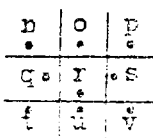
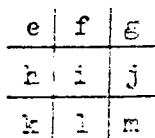
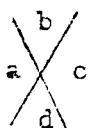
47

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 _____ 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 a _____ 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



1. V □ 7 □ _____
2. 7 □ □ □ _____
3. < □ □ > 7 _____
4. 7 □ □ 7 V _____
5. □ □ > □ □ _____
6. □ □ > □ □ □ _____
7. > > 7 < □ □ ^ _____
8. > □ □ 7 □ □ □ _____

9. 「□△△□」 _____
10. < > □ < □ □ > □ □ □ □ _____
11. □ □ □ □ _____
12. △ □ _____
13. □ □ □ □ _____
14. < □ > □ □ □ □ _____
15. > □ > □ □ _____

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

eeeknl _____
hntmo _____
dnfuo _____
ttoopsea _____
lal _____
muunta _____
mite _____
lttebo _____
peek _____
slotech _____
lilts _____
tearewh _____
dosenc _____
lubedo _____
ksgnciu _____

2. Word Search

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

- If you are looking for something, hopefully it will become this. _____
- The opposite of none. _____
- Something that isn't moving. _____
- What a clock tells us. _____
- A season. _____
- Ketchup comes in this. _____
- An opposite of share. _____
- Two together. _____
- March is one. _____
- After first. _____
- What people wear. _____
- You can blow your nose with this. _____
- You make French fries with these. _____
- Babies like doing this to thumbs. _____
- In winter this is sometimes bad. _____

Chapter Four - Dead End

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 _____ 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 take _____ 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 some _____ 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 was _____ 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.

[illegible]

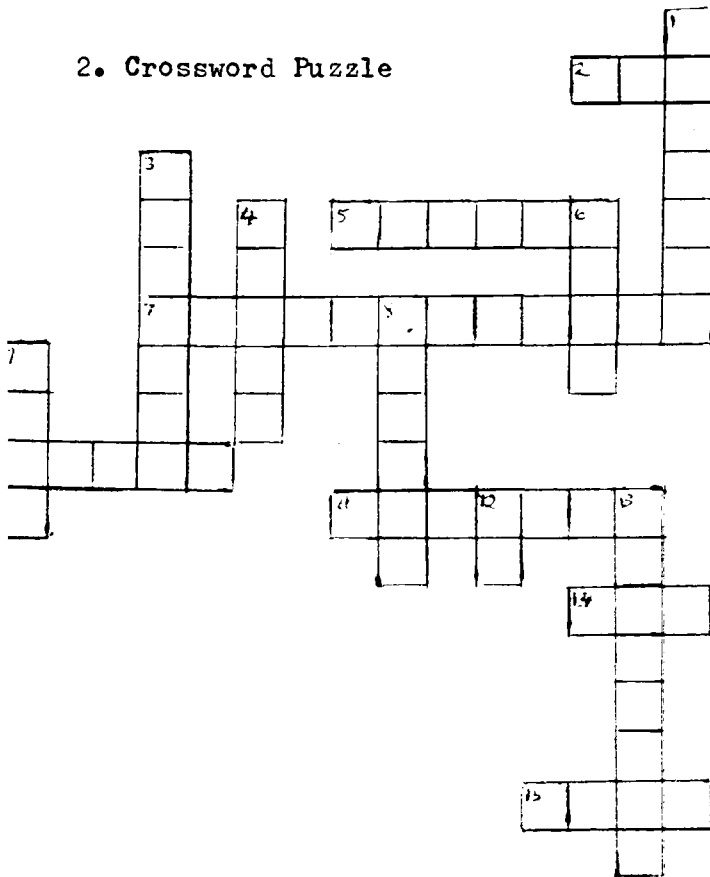
List 6

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

1. Word Scramble

eettdls _____
thiinra _____
grimupo _____
royu _____
ermo _____
derfni _____
ubofuldt _____
ot _____
ggiinnkvstha _____
musded _____
saaylw _____
mujp _____
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.
14. What Jack Be Nimble does over candlesticks.
15. It belongs to you.

DOWN

1. Raining really hard.
3. England.
4. He runs a team.
6. To mix with a spoon.
8. All of a _____.
9. Not less.
12. Too, two, _____.
13. Unsure.

Chapter 5 - Hot Lips

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 _____ off 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

54

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
3. Thanksgiving = 7-19-26-13-16-8-20-18-5-18-13-20
4. your = 2-12-6-9
5. always = 26-15-4-26-2-8
6. Britain = 2-9-18-7-26-18-13
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
13. friend = 21-9-18-22-13-23
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

eeceff _____
ttyrep _____
kiel _____
rane _____
ryueo _____
late _____
lillbyoeva _____
lehsl _____
yna _____
sreds _____
ssrote _____
ksjoe _____
oto _____
htfgi _____
kerba _____

2. Word Search

J	O	K	E	S	A	N	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	F	R	E	E	S
H	H	O	N	S	T	O	R	E	S
E	T	H	G	I	F	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. _____

Chapter 5 - continued

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 tattler-_____ 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.

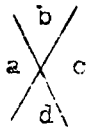
On his way home from school that day, Garlin walked with Erma Finkleduster, the _____ girl who sat_____ him at school. He told her about Inspector Greebley and the lady in the red_____. Erma was fascinated and agreed to be Garlin's warning system in class if_____ problems came up while he was solving 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

57



e	f	g
h	i	j
k	l	m

n	o	p
q	r	s
t	u	v



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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

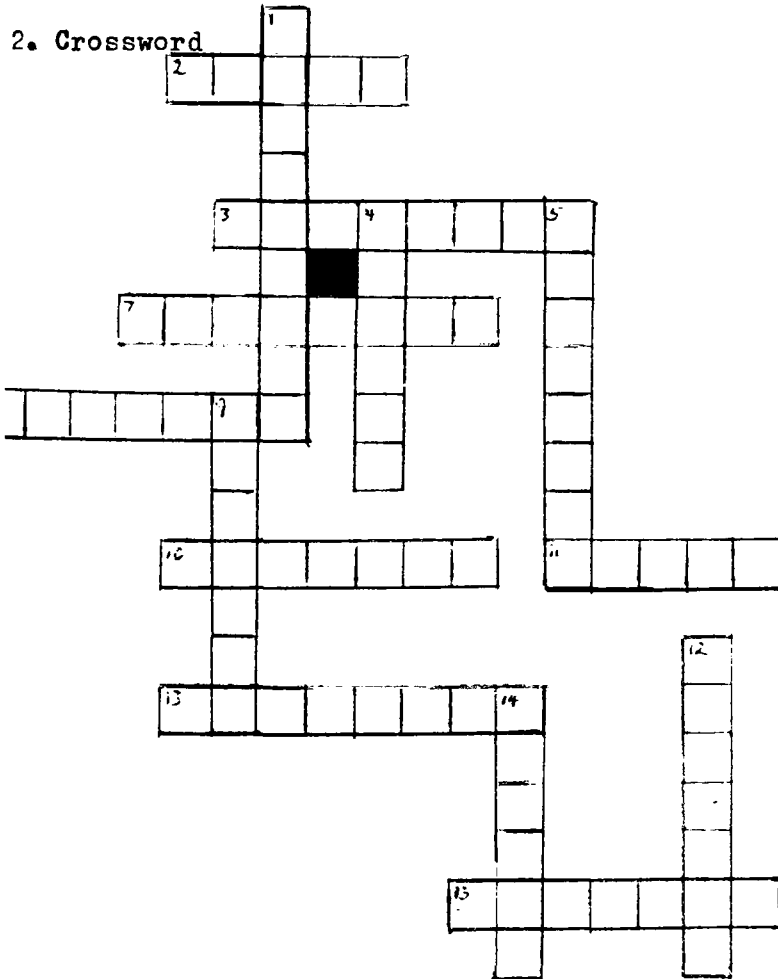
List 8 (Halloween)

halloween
trick
witches
werewolf
scariest
treating
costume
skeleton
spooky
goblin
ghost
haunted
scary
monsters
October

1. Word Scramble

eewwforl _____
ilbong _____
tsgeh _____
broctec _____
krcti _____
eewllhano _____
koposy _____
ryacs _____
htwesei _____
riacstes _____
sstronme _____
dhenatu _____
ttgrniae _____
eesnktlo _____
emutsoc _____

2. Crossword



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.
14. A scary little creature.

3. THE GREAT DREAMER

Chapter Six - Happy Halloween

59

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 wierd 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

2. 11 10 12 12 5 4 2 2 13

3. _____

9 14 5 5 1 3

List 9

talk
flavour
anything
probably
yellow
breathe
Wednesday
jets
couldn't
two
listen
straight
of
neat
shoot

1. Word Scramble

rtbeeha _____
lkta _____
ntslie _____
loywle _____
fo _____
thoso _____
tena _____
nngyhati _____
sejt _____
tdcnulo _____
rufolva _____
otw _____
tthrgisa _____
eeddyawns _____
yblabpor _____

2. Word Search

T	B	R	E	A	T	H	E	S	P	F	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	N	U	W	H	R	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	N	E	A	T	E
T	U	K	L	A	T	O	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

- John's book = the book _____ John
- Not messy. _____
- What you do with a gun. _____
- The sun's colour. _____
- A synonym of maybe. _____
- A synonym of speak. _____
- The past form of can't. _____
- Between one and three. _____
- What you do with your ears. _____
- Something that has taste. _____
- What you do with your nose. _____
- Before Thursday. _____
- Not crooked. _____
- Complete this expression - _____
and everything.
- 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. Greebly 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.

4. Code Word

63

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 $\frac{1}{4}$
C .	I '	O &	U "	
D :	J (P %	V "	
E ;	K)	Q \$	W _	
F #	L *	R =	X $\frac{1}{2}$	

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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

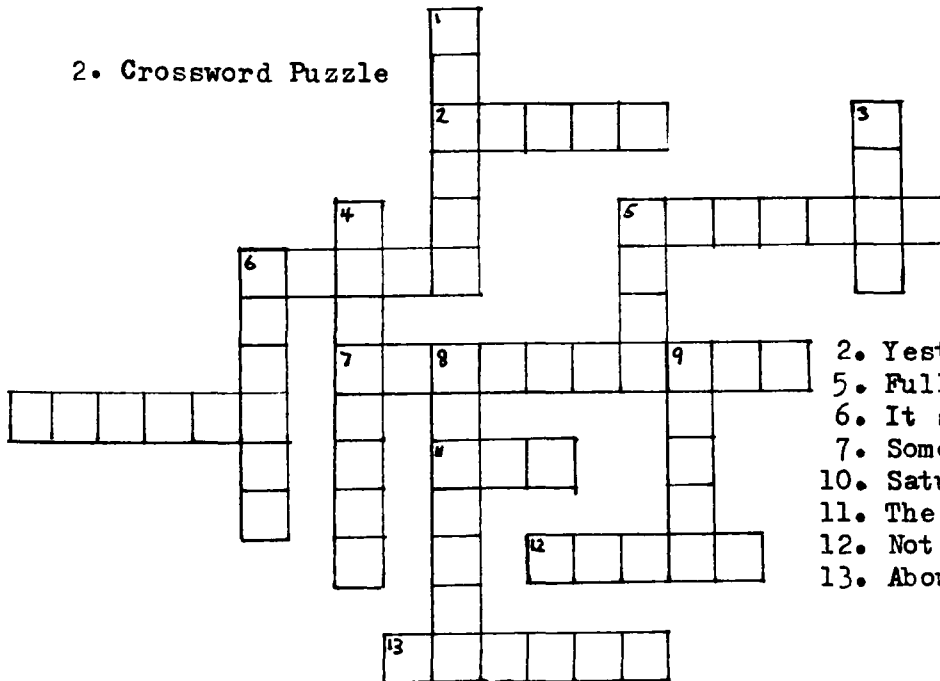
List 10

off
flew
around
weekend
problems
today
brother
taste
babysitter
nerve
stuffed
bored
shot
needed
little

1. Word Scramble

tteas _____
dranuo _____
tsoh _____
deeewkn _____
nddeee _____
derob _____
trrbheo _____
abbttstriey _____
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.
12. Not interested.
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 Trendbinner 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 Trendbinner 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.

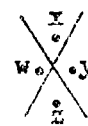
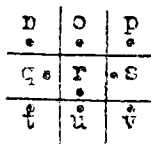
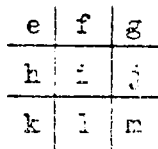
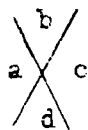
It was _____ noon when Clarence managed to get to the inspector's room. Garlin had just eaten a big lunch and was quite _____. His operation had gone quite well the night before and he was recovering extremely well.

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 Greebley 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

4. Code Word

66



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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

List 11

loaded
as
its
never
weigh
silent
beat
one
noise
November
poppy
flutter
remembrance
counted
tomorrow

1. Word Scramble

brvenmoe _____
tetlrfu _____
sit _____
brenmarcnee _____
sa _____
higew _____
tnelis _____
dectuno _____
pppoy _____
eno _____
dadelo _____
verne _____
ororowtm _____
senio _____
tbae _____

2. Word Search

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

- The eleventh month of the year. _____
- A gun with bullets in it. _____
- Strong _____ a bull
- A souvenir, a memory. _____
- A sound. _____
- This means tired sometimes. _____
- To fall slowly and gently. _____
- Quiet. _____
- The opposite of yesterday. _____
- Belonging to it. _____
- Opposite of always. _____
- A red flower. _____
- The first number. _____
- What you do on a scale. _____
- The past form of count. _____

Chapter 9 - Behind Closed Doors

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 _____ 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 _____. _____ 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

[illegible]

5. Alphabetical Order

6. Dictionary

7. Unit test

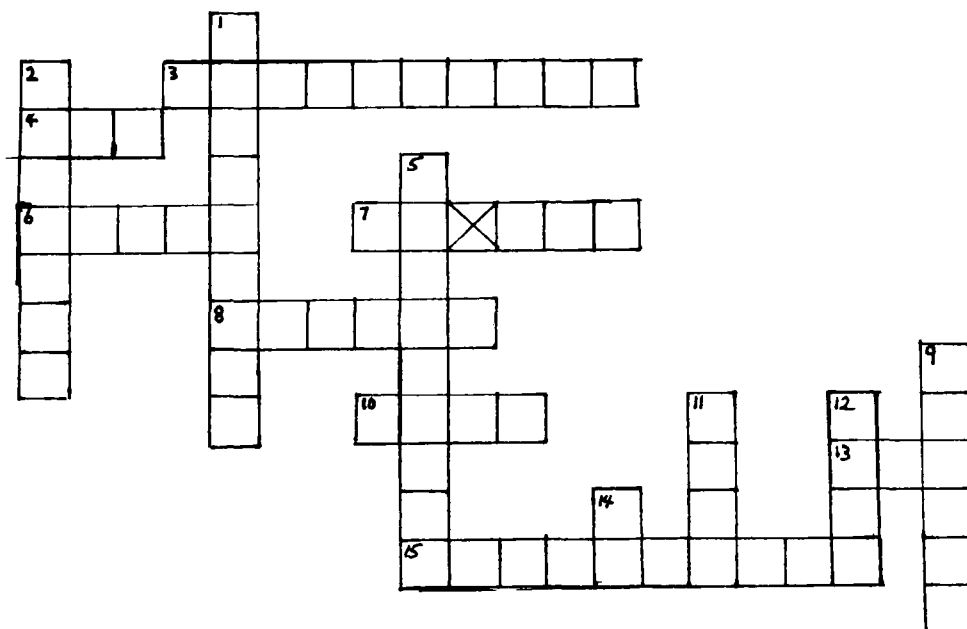
List 12

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

1. Word Scramble

oohgtylencn _____
tnew _____
ta _____
oru _____
gnhti _____
tststiueub _____
sole _____
nnooe _____
sit' _____
utuaflebi _____
wred _____
gfynil _____
ggnniis _____
stricnuoe _____
lruepp _____

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.
10. Past tense of draw.
13. Is it your book? Yes it's _____ book.
15. A replacement.

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.
12. Opposite of win.
14. A synonym of in. (ie: in Calgary)

3. THE GREAT DREAMER

Chapter 9 (continued)

Luckily for Garlin he had a built in alarm system thanks to Erma Finkleduster. 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.

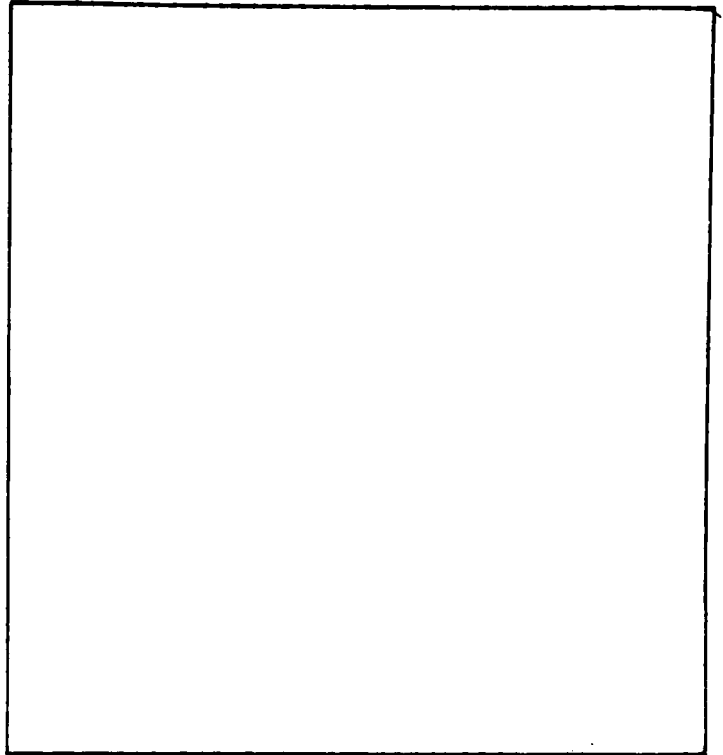
"I hope so. _____ regular teacher is a lot better than she is," Garlin replied.

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

72

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

List 13

note
believe
singing
took
crazy
nurses
teeth
noodles
dungeon
lot
suit
follow
introduce
olden
practice

1. Word Scramble

tusi _____
ccapiter _____
tone _____
okot _____
lolofw _____
ndelo _____
zaryc _____
ggiinns _____
eeevilb _____
tlo _____
ssrune _____
ediructno _____
gnnodue _____
htete _____
lodenso _____

2. Word Search

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

- Hospital workers. _____
- Opposite of gave. _____
- Do you _____ in miracles?
- Idiotic. _____
- What you do to become better. _____
- Matching sportsjacket, pants and a vest.

- White things in your mouth. _____
- You make spaghetti with these. _____
- The basement of a castle. _____
- Yesteryear = _____ days.
- Present someone. _____
- Opposite of lead. _____
- Opposite of of a little. a _____
- A small letter. _____
- The act of vocalizing a song. _____

Chapter 10 - The Great Escape

Inspector Greebley 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.

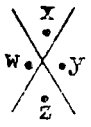
After the inspector had eaten lunch, chinese rice with _____, he brushed his _____. The coast was clear. He left a _____ on his pillow thanking the nurses for their care, and then sneaked out the fire exit. He was free at last. He knew he had to hurry if Clarence was in trouble. He caught the first coach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

4. Code Word



e	f	g
h	i	j
k	l	m

n	o	p
q	r	s
t	u	v



- 1. <□>△◁ _____
- 2. □□◻◻◻◻ _____
- 3. ◻◻◻◻ _____
- 4. ◻◻◻◻△◻◻◻ _____
- 5. ◻◻◻◻><◻◻◻ _____
- 6. ◻◻◻◻◻◻◻ _____
- 7. ◻◻◻◻◻◻> _____
- 8. ◻◻◻◻◻◻ _____
- 9. △◻◻◻◻◻◻ _____
- 10. ◻◻◻◻ _____
- 11. ◻◻◻◻ _____
- 12. ◻◻◻◻ _____
- 13. ◻◻◻◻ _____
- 14. ◻◻◻◻ _____
- 15. ◻◻◻◻◻◻△◻◻< _____

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

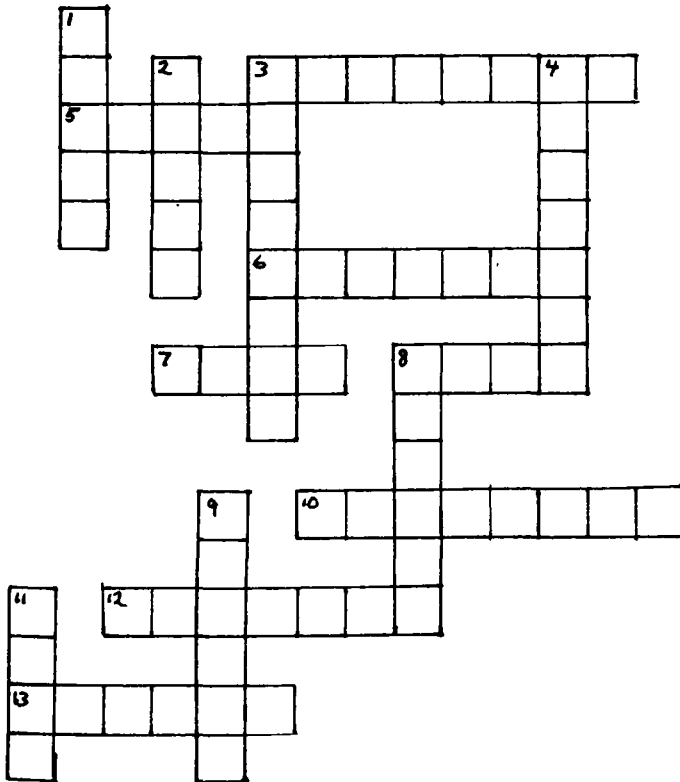
List 14

food
sitting
blue
better
terrible
what
inches
activate
sweet
crime
Thursday
lasagne
earth
olives
nuclear

1. Word Scramble

ebul _____
micre _____
sniche _____
hdsarytu _____
sviole _____
tisntgi _____
treha _____
tewes _____
dofu _____
eaaittve _____
galanes _____
tetebr _____
rebretli _____
hatw _____
raelcun _____

2. Crossword Puzzle

ACROSS

3. Awful.
5. The planet we live on.
6. The opposite of standing.
7. Pardon me is the polite form.
8. The colour of the sky.
10. To start something in motion.
12. An atomic bomb = A _____ bomb.
13. Little green fruits.

DOWN

1. Sugar is this.
2. What a criminal commits.
3. The day after Wednesday.
4. Garfield's favorite food.
8. Good, _____, best.
9. There are 12 of these in a foot.
11. 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 _____ bit by bit by threatening to _____ 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.

4. Code Word

	8	6	¹ K	² E	³ Y	⁴ W	⁵ O	⁶ R	⁷ D	⁷ D	² E	⁸ C	⁵ O	⁷ D	² E			
			9	10	2					D	14	9	16	16	9	21	22	
1.	11	5	5	7						9.								
											12	20	14	20	22	21	2	
2.	5	12	9	13	2	14				10.								
											15	18	20	16				
3.	14	15	2	2	16					11.								
											21	19	8	12	2	20	6	
4.	16	2	6	6	9	17	12	2		12.								
											20	8	16	9	13	20	16	2
5.	17	2	16	16	2	6				13.								
											9	21	8	18	2	14		
6.	16	18	19	6	14	7	20	3		14.								
											2	20	6	16	18			
7.	17	12	19	2						15.								
8.																		

5. Alphabetical 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 _____
pigarwpr _____
kelfsa _____
rewtin _____
nonswem _____
trsseenp _____
dxctiee _____
sscrthmia _____
eeecbtla _____
lymafi _____

2. Word Search

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

1. Something that makes you fat. _____
2. -40° is this. _____
3. What you put on gifts. _____
4. A synonym of gifts. _____
5. What small bells do. _____
6. December 25. _____
7. The season that Christmas is in. _____
8. Someone who looks after sheep. _____
9. What snow comes down as. _____
10. A mother, father, and their children. _____
11. How children are on Christmas morning. _____
12. People you make out of snow. _____
13. The past tense of cook. _____
14. The opposite of taking. _____
15. We _____ Christmas on December 25.

Chapter 12 - Noel Noel

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

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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

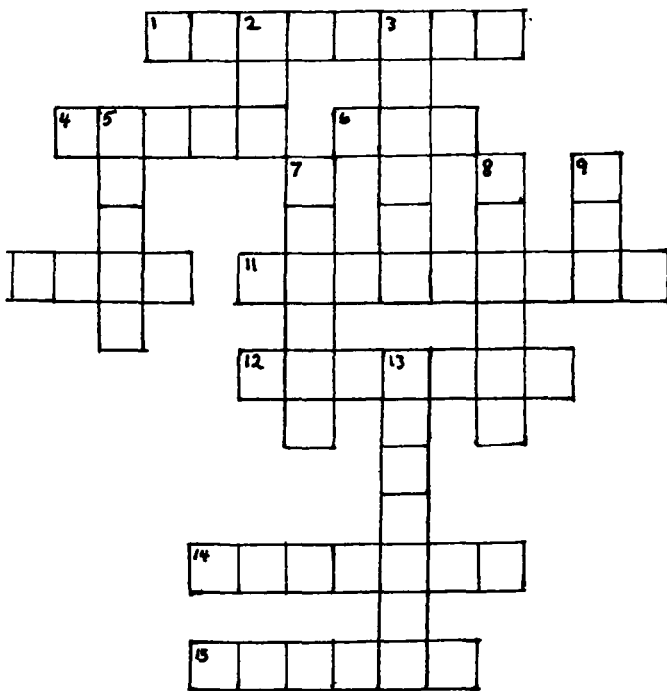
List 16

pioneer
was
either
adventure
towering
ground
for
cuddly
slobber
between
wheel
inside
ask
laser
Swiss

1. Word Scramble

resal _____
neewetb _____
kas _____
eehrti _____
sssiw _____
rfo _____
swa _____
diiesn _____
wgetiorn _____
eeporin _____
blobsre _____
duldy _____
eetudranv _____
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.
14. An early settler.
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.

Chapter 13 - Rover in Dover

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 a _____ 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

	b	
a		c
	d	

e	f	g
h	i	j
k	l	m

n	o	p
q	r	s
t	u	v

x	
w	y
z	

- | | |
|--------------------|--------------------|
| 1. EΠWVVJ□ _____ | 9. E>□EE _____ |
| 2. VJ7>JJ _____ | 10. <ΠΛΛΠ< _____ |
| 3. L□□ΠJΛ _____ | 11. >>E _____ |
| 4. Π>EJ□ _____ | 12. E□□JJJ□ _____ |
| 5. □J□□ΛJ _____ | 13. J□7J□ _____ |
| 6. >JJJΠ _____ | 14. 7□>J□□JL _____ |
| 7. >E7 _____ | 15. JJ□ _____ |
| 8. >ΛFJJ7Π□J _____ | |

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

List 17

than
guard
afford
once
tomatoes
Canadian
bite
when
forks
guess
sloppy
laughed
wasn't
embarrassed
swords

1. Word Scramble

hdeugal _____
tnsaw _____
eitb _____
hnwe _____
rugad _____
cnoe _____
aaanndic _____
sfkro _____
totosmea _____
wsdsro _____
esesarmabd _____
rfdafao _____
hnta _____
plypo _____
suesg _____

2. Word Search

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

- One time only. _____
- Weapons used before guns. _____
- A word for being able to buy something. _____
- Someone who protects something. _____
- A synonym for chuckled. _____
- Not neat. _____
- To clamp with your teeth. _____
- The opposite of was. _____
- What you do when you don't know. _____
- Bigger _____ New York.
- We eat with these pointed utensils. _____
- Soft red fruits. _____
- Your face turns red if you are this. _____
- A question word of time. _____
- Something from Canada. _____

Chapter 13 - continued

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.

4. Code Word

87

	1	2	3	4	5	6	7	7	2	8	5	7	2
	<u>K</u>	<u>E</u>	<u>Y</u>	<u>W</u>	<u>O</u>	<u>R</u>	<u>D</u>	<u>D</u>	<u>E</u>	<u>C</u>	<u>O</u>	<u>D</u>	<u>E</u>
1.	5	9	8	2									
2.	4	10	2	9									
3.	8	12	9	12	7	13	12	9					
4.	14	13	11	2									
5.	4	12	15	9	11								
6.	12	16	16	5	6	7							
7.	11	5	17	12	11	5	2	15					
8.													
9.	15	4	5	6	7	15							
10.	18	19	2	15	15								
11.	20	12	19	18	10	2	7						
12.	2	17	14	12	6	12	15	15	2	7			
13.	18	19	12	6	7								
14.	16	5	6	1	15								
15.	15	20	5	21	21	3							

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

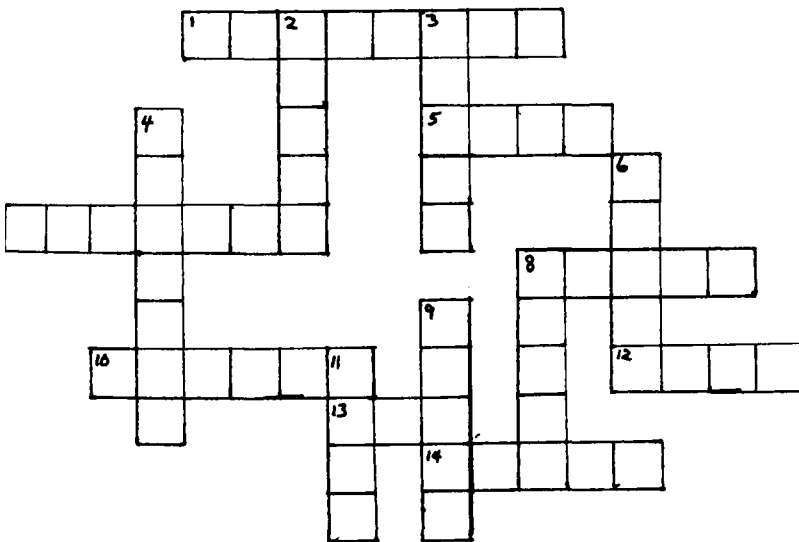
List 18

waste
later
onions
gross
ago
humming
says
smell
that
ceremony
dark
which
blind
every
freckles

1. Word Scramble

gao _____
retal _____
leslm _____
hhcwi _____
sorgs _____
nldib _____
eeycmrno _____
sawet _____
lerekfsc _____
ttah _____
mgmhuin _____
nnoosi _____
radk _____
ssya _____
reeyv _____

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 _____.
14. What noses do.

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 _____ 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)

A ↗	G ↖	L ↘	Q ↗	V ↘
B ↘	H ↗	M ↘	R —	W <
C \	I >	N ^	S ↖	X <
D	J ⊥	O >	T ⊥	Y ⊥
E ⊥	K ⊥	P ⊥	U ⊥	Z ⊥
F ⊥				

- | | |
|------------------------|---------------------------|
| 1. ↗ ⊥ ↘ ↘ > ^ ⊥ _____ | 9. ⊥ ↗ ⊥ ⊥ _____ |
| 2. ↘ ⊥ ⊥ _____ | 10. \ ⊥ — ⊥ ↘ > ^ ⊥ _____ |
| 3. < ⊥ ↘ ⊥ _____ | 11. ^ — > ↘ ↘ _____ |
| 4. \ ⊥ — ⊥ _____ | 12. ⊥ — ⊥ _____ |
| 5. ⊥ ^ _____ | 13. > ^ > > ^ — _____ |
| 6. ↘ ↘ // _____ | 14. < ↗ > \ ↗ _____ |
| 7. / ⊥ ⊥ — _____ | 15. ↘ / > ^ _____ |
| 8. ⊥ — \ \ / / \ _____ | |

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 _____
iigbnlo _____
tnaw _____
ehnt _____
deleonma _____
coolru _____
sotopipe _____
leoh _____
gumsde _____
lalye _____
seeech _____
stamol _____
ptheo _____
ytr _____

2. Word Search

A	Q	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
O	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 her from behind, _____ overpower her. Meanwhile Tony Beloni 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.

a	b	c	e	f	g	n	o	p	x
			h	i	j	q	r	s	w
			k	l	m	t	u	v	y
									z

4. Code Word

1. >ΠΓΩΕΓ _____
2. ΠΓΩΕΓ>Λ _____
3. ΓΩΕΓ _____
4. <ΩΠΩΓΩ _____
5. ΩΕΩΩΕΩΓ _____
6. >ΠΠΓ< _____
7. ΓΓΓΓ _____
8. ∇ΩΩΠΩΩΓ _____
9. ΓΓΩΓΓ _____
10. >>ΓΓ _____
11. <ΓΓΓΕΓ _____
12. ΓΓΓΩ<∇ΩΛ< _____
13. ΕΓΓΛΛΓ _____
14. ΓΩ< _____
15. ΓΩΠΓ _____

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

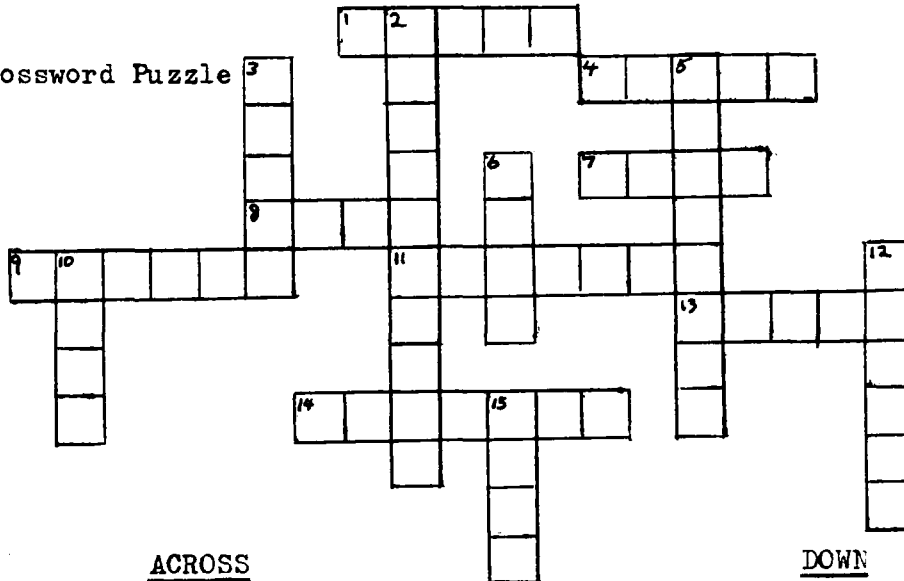
List 20

already
chopped
play
seat
square
invitation
sneak
everyone
house
light
quit
they
other
warm
trucks

1. Word Scramble

thlgi _____
reoh _____
tuqi _____
atse _____
hety _____
mraw _____
urqesa _____
pedphoc _____
apyl _____
eynereov _____
ehuso _____
isititnanvo _____
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.
6. Kind of hot.
10. A synonym for stop.
12. Big Vehicles.
15. The opposite of work.

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 cleaned 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 _____ to 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 micro wave. 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.

code word.														1 2 3 4 5 6 7 7 2 8 5 7 2													
														<u>K</u> <u>E</u> <u>Y</u> <u>W</u> <u>O</u> <u>R</u> <u>D</u> <u>D</u> <u>E</u> <u>C</u> <u>O</u> <u>D</u> <u>E</u>													
2 9 2 6 3 5 10 2														16 19 18 11 6 2													
1.	<u>4</u> <u>11</u> <u>6</u> <u>12</u> — — — —							9.	<u>19</u> <u>18</u> <u>20</u> <u>17</u> — —																		
2.	<u>11</u> <u>13</u> <u>6</u> <u>2</u> 11 7 3							10.	<u>20</u> <u>10</u> <u>9</u> <u>20</u> 17 11 17 20 5 10																		
3.	<u>14</u> <u>13</u> <u>11</u> <u>3</u> — — —							11.	<u>13</u> <u>20</u> <u>21</u> <u>15</u> <u>17</u> — — — — —																		
4.	<u>8</u> <u>15</u> <u>5</u> <u>14</u> 14 2 7							12.	<u>5</u> <u>17</u> <u>15</u> <u>2</u> <u>6</u>																		
5.	<u>16</u> <u>10</u> <u>2</u> <u>11</u> <u>1</u> — —							13.	<u>16</u> <u>2</u> <u>11</u> <u>17</u> —																		
6.	<u>17</u> <u>15</u> <u>2</u> <u>3</u> —							14.	<u>17</u> <u>6</u> <u>18</u> <u>8</u> 1 16																		
7.	<u>15</u> <u>5</u> <u>18</u> <u>16</u> 2							15.	— — — — — —																		
8.	— — — — —																										

. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

. Dictionary

. Unit Test

List 21

tournament
bowl
climbing
exact
igloos
invited
limerick
ourselves
ravioli
seemed
cost
though
peanut
warmly
scribble

1. Word Scramble

sseevrolu _____
lwob _____
netupa _____
atxce _____
ioarlvi _____
tntnmoauer _____
taco _____
goosil _____
hhotug _____
itidvne _____
biblesrc _____
gnibimlc _____
micirke _____
mlwray _____
meeeds _____

2. Word Search

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

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

1. Teams play in this. _____
2. You get _____ to a party.
3. A small nut. _____
4. A five line poem. _____
5. How you get up a tree. _____
6. You eat soup in this. _____

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.

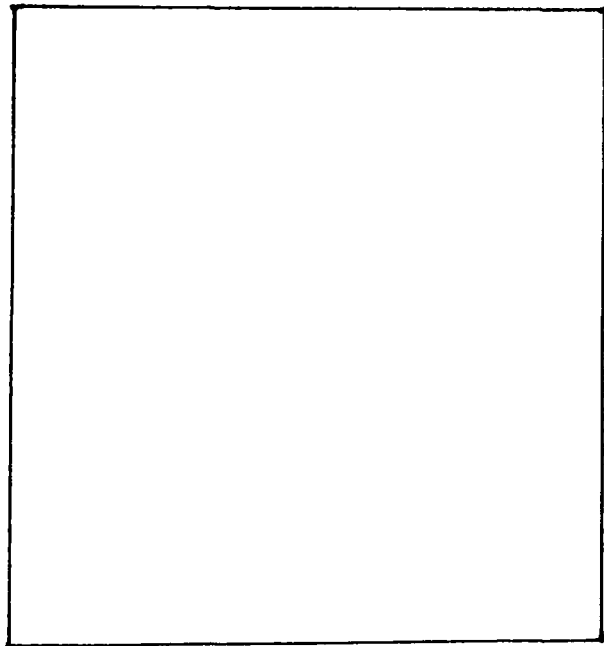
It was a silver Chinese wise man on a horse. It was lovely.

99

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 spin 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.



5. Alphabetical Order

<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

6. Dictionary

7. Unit Test

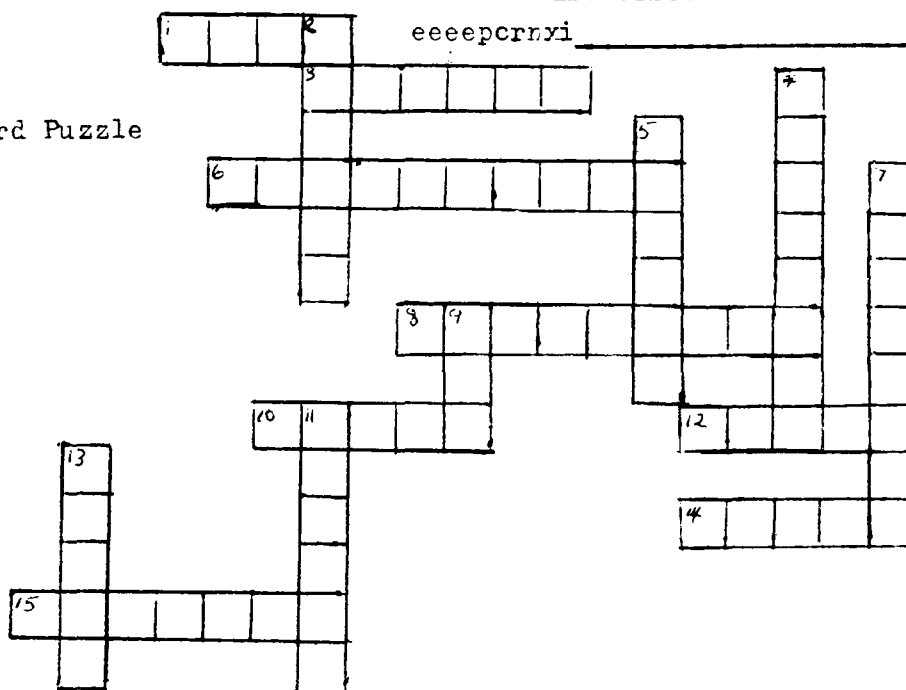
List 22

hockey
thrill
bracelet
universe
colourful
sheet
experience
those
out
among
stupid
sniffle
lots
report
water

1. Word Scramble

grmao _____
ltlrhi _____
ecetlb ra _____
troper _____
eratw _____
etehs _____
otu _____
flfneis _____
stlo _____
putdis _____
kcehyo _____
lluuooref _____
sohet _____
sviueren _____
eeeepcrnxi _____

2. Crossword Puzzle



ACROSS

1. Not a little.
3. Excitement.
6. You have this when you've done something before.
8. A rainbow is this.
10. You have this on a bed.
12. You drink this.
14. The plural of that.
15. Your nose does this.

DOWN

2. Not smart.
4. You wear this on your wrist.
5. When you tell about something you do this.
7. All the stars, planets, and galaxies make up this
9. Not in.
11. A winter ice sport.
13. Between.

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 _____

then 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

	b	
a		c
	d	

e	f	g
h	i	j
k	l	m

n	o	p
q	r	s
t	u	v

x		
w		y
z		

- | | |
|----------|--------------|
| 1. אבגדה | 9. > אבגדה |
| 2. אבגדה | 10. >> אבגדה |
| 3. אבגדה | 11. אבגדה |
| 4. אבגדה | 12. > אבגדה |
| 5. אבגדה | 13. אבגדה |
| 6. אבגדה | 14. < אבגדה |
| 7. אבגדה | 15. אבגדה |
| 8. אבגדה | |

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

laulsuy _____
kosa _____
yermh _____
barrefyu _____
yndnaeo _____
dlouw _____
vhea _____
tftotniec _____
thrgubo _____
loto _____
pleope _____
egos _____
hace _____
golenu _____
reewh _____

2. Word Search

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

- What you throw at weddings. _____
- Bob and Rob do this. _____
- To lay around. _____
- One only. _____
- The month of Valentine's Day. _____
- To get wet. _____
- More than one person. _____
- Yesterday he went, today he _____.
- Today I bring, yesterday I _____.
- A hammer is one. _____
- Upset. _____
- Normally. _____
- A verb like will. _____
- To own is to _____.
- 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

As Miy Toon explained, the case was complicated by the fact that it was Chinese New Year which meant Shanghai 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

	1	2	3	4	5	6	7	7	2	8	5	7	2
	<u>K</u>	<u>E</u>	<u>Y</u>	<u>W</u>	<u>O</u>	<u>R</u>	<u>D</u>	<u>D</u>	<u>E</u>	<u>C</u>	<u>O</u>	<u>D</u>	<u>E</u>
1.	2	10	8	11				8	5	17	19	2	15
	11	10	12	2				19	2	22	6	13	10
2.	4	11	2	6	2			22	6	5	13	18	11
3.								6	11	3	23	2	
4.	4	5	13	14	7			18	5	2	16		
5.	15	5	5	14				24	2	5	24	14	2
6.	16	5	10	1				10	17	17	5	3	2
7.	13	16	13	10	14	14	3						
8.	14	5	13	17	18	2							

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

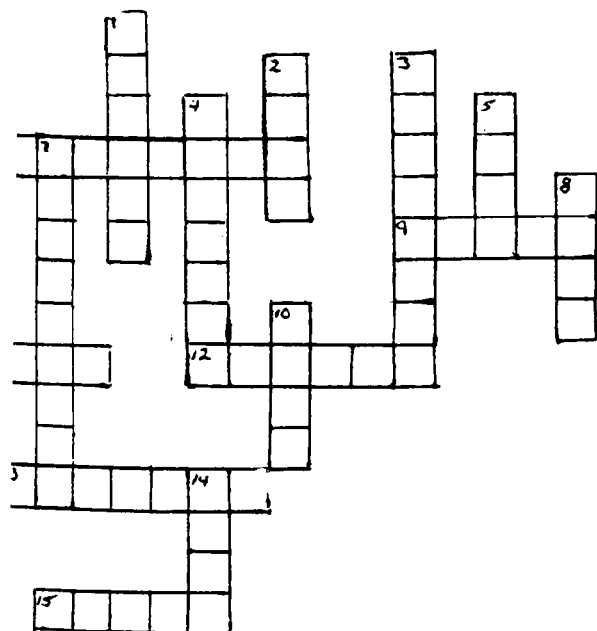
List 24

solve
toot
another
finished
business
maybe
else
dead
we'll
Ukrainian
gone
peppers
having
should
risk

1. Word Scramble

lelw _____
toto _____
loudhs _____
sisesunb _____
enog _____
hrtaneo _____
adde _____
niagvh _____
elvso _____
slee _____
byema _____
nanakuiiur _____
hisnedfi _____
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 _____.

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 not _____

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

List 25

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

1. Word Scramble

brglie _____
won _____
erehwyreve _____
nomurei _____
gogontha _____
arew _____
kycilul _____
thisct _____
srecsuo _____
ostn _____
caserb _____
arhe _____
lhbaataicepl _____
tervnae _____
oigmmc _____

2. Word Search

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

- All over the place. _____
- To have something. _____
- Lots and lots. _____
- Someone who was in the war. _____
- You do this with clothes. _____
- A long sled. _____
- You need this to sew. _____
- A family gathering. _____
- Like a mouse. _____
- A - B - C - D - E.... _____
- These straighten your teeth. _____
- You do this with your ear. _____
- The opposite of going. _____
- You take these at college. _____
- 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 _____ of work to catch up on when he did.

Garlin decided to _____ his brother's ACDC 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 _____ 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 _____. She was quite upset because she was going to have to get _____ for her teeth. When it came to braces, though, Garlin was an old _____. 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.

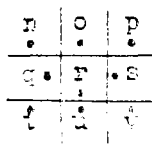
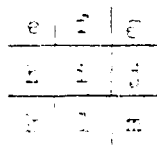
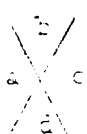
School went well for the most part, but Phys. Ed. did not. Besides Math, P.E. was one of Garlin's favorite _____. However, today Mr. Smith was starting to prepare his students for the Canada Fitness tests. He lined up everyone in _____ order and put them through sit ups, push ups, and running drills.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

He crept back to the classroom to feed Fred, the _____ 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



1. q u j e
2. r j r j d > j
3. > n e j > v j r o < > n
4. v d > < j e
5. < e j r o j l
6. j r j o < > j j o j
7. > j > o
8. n n < r o n <
9. j u v u l l > j
10. j j > o
11. d j n j o u j
12. < u n o e j e
13. e r o r < j
14. l j o v o n
15. u > j

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

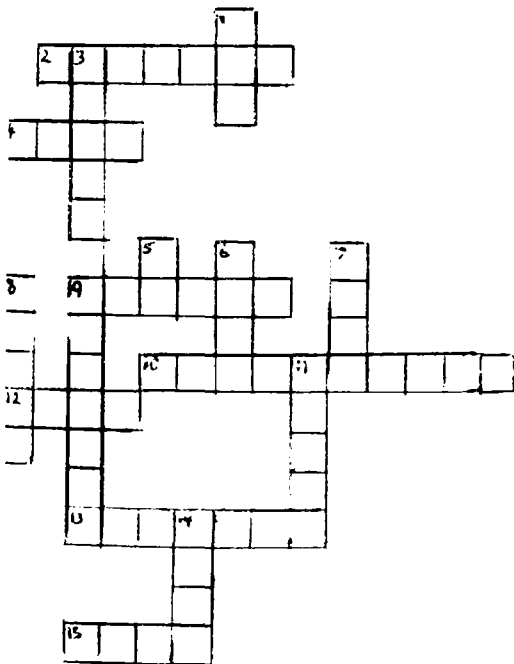
List 26

cell
anyhow
when
worse
good
rakes
by
decided
teaches
hate
pill
entertainment
underneath
met
some

1. Word Scramble

htcasee _____
tem _____
y b _____
rewso _____
dededic _____
kresa _____
hywaon _____
odog _____
thea _____
osem _____
nneetduarh _____
ehwn _____
lilp _____
elcl _____
teteteninarmn _____

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.
14. A prisoner lives in this.

Chapter 5 - Ring Around the Ghetto

Ring, ring!

Garlin was not surprised to find Miy 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 Wai Ring who lived on Hum Drum Road near the river.

Unfortunately, Wai 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 run down the houses became as he got closer. _____the look of Wai Ring's house, they were very poor. There were not very many areas in Shanghai_____than Hum Drum Road. Ring's wife was one of the saddest creatures Garlin had ever_____. 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. Wai 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. At least he was making headway.

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.

[illegible]

7. Unit Test

List 27

happened
somebody
white
aren't
really
teacher
bread
whenever
pink
different
unlocked
might
elevator
sit
group

1. Word Scramble

elyrla _____
okeulcnd _____
htwei _____
eroealvt _____
tis _____
htmgi _____
eatnr _____
apndeeph _____
aebdr _____
kpni _____
newerveh _____
pguor _____
fdfrnieet _____
actreeh _____
boomseyd _____

2. Word Search

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

- This can be made into toast. _____
- A synonym for maybe, _____
- A few people together. _____
- We can take this instead of the stairs. _____
- You don't need a key when your door is this. _____
- He works in a school. _____
- A synonym for a person. _____
- Come _____ you can.
- A synonym for actually. _____
- Not the same. _____
- Not black. _____
- The _____ panther is a good cartoon.
- The opposite of stand. _____
- What _____ to your car?
- The opposite of are. _____

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 _____ Panther nightclub. He wondered what had _____ to his Canadian friend at first but realized that _____ he and Garlin were together, Garlin was often late.

Professor Plum had been a _____ 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 _____ and talk to his old friend.

When Greebley entered the nightclub, it was not hard to find the professor. He was the only _____ 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 _____ 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 Ding Ling case. Plum knew where the garage 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 creak 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 Δ	F \diamond	K \backslash	Q \circ	V $>$
B ∇	G \circ	L \times	R \triangle	W $<$
C \triangleright	H $/$	M $+$	S \cup	X \boxtimes
D \triangleleft	I $ $	N \square	T \div	Y \boxplus
E \square	J $-$	O \square	U $=$	Z \triangleup
	P \circ			

- $\div \square \Delta \triangleright / \square \triangleleft$ _____
- $\cup \square + \square \nabla \square \triangleup \boxplus$ _____
- $\cup | \div$ _____
- $< / | \div \square$ _____
- $\triangleleft | \diamond \diamond \square \circ \square \square \div$ _____
- $D | \square \backslash$ _____
- $/ \Delta D D \square \square \square \triangleleft$ _____
- $\square \times \square > \Delta \div \square \triangle$ _____
- $\circ \square \Delta \times \times \boxplus$ _____
- $\circ \circ \square = D$ _____
- $\Delta \circ \square \square ' \div$ _____
- $\nabla \circ \square \triangleleft$ _____
- $= \square \times \square \triangleright \backslash \square \triangleleft$ _____
- $< / \square \square \square > \square \triangle$ _____
- $+ | \circ / \div$ _____

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

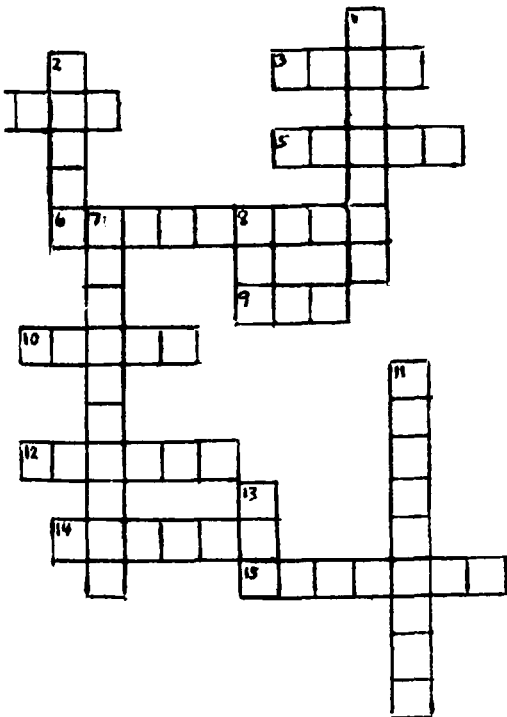
List 28

until
dirt
think
arrived
sleepy
break
who
telephone
how
sometimes
especially
gym
morning
right
places

1. Word Scramble

kitnh _____
mgy _____
how _____
trid _____
eetplnoh _____
nimgro _____
htgir _____
who _____
elclycspa _____
alpsec _____
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.
9. 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?)
11. Not always.
13. Where we have physical education.

Chapter 7 - Plum's Problem

The following day Professor Plum _____ at Greebley's hotel room later than expected. His car was not ready _____ 12:45. He had tried to _____ Garlin early that _____ but got no answer. He thought that maybe Garlin was a little _____ 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 _____ 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.

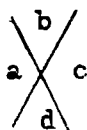
When Plum finally did get to Greebley's door he knew _____ away that something was wrong. The door was still unlocked. Some things were knocked over and not in their right _____.

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 _____ who would have tried to _____ 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



e	f	g
h	i	j
k	l	m

p	q	r
q	r	s
t	u	v



1. אבשגהגהג
2. חגהגהג
3. חגהגהג
4. גהג>גהג
5. גהג
6. >גהגהגהג
7. גהגהג
8. גהגהגהג
9. גהגהגהגהג
10. גהג
11. גהג>גהג
12. גהג
13. גהגהגהג
14. גהגהג>גהגהג
15. גהגהג

5. Alphabetical Order

[illegible]

6. Dictionary

7. Unit Test

List 29

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

1. Word Scramble

rieht _____
tmroos _____
loweh _____
aces _____
lypead _____
please _____
ekfbartsa _____
gsrni _____
eevn _____
amsge _____
detposp _____
otnd _____
ihm _____
lcoasi _____
noup _____

2. Word Search

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

- The opposite of worked. _____
- The opposite of underneath. _____
- A detective works on this. _____
- What you are at 3:00 a.m. _____
- Do + not = _____
- The first meal of a day. _____
- The opposite of odd numbers is _____ numbers.
- _____ studies.
- A homonym for there. _____
- What the bell does at the end of the day. _____
- All the parts together. _____
- The opposite of started. _____
- Cars have these to make them go. _____
- Children play these. _____
- 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 park 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	1	2	3	4	5	6	7	7	2	8	5	7	2
	<u>K</u>	<u>E</u>	<u>Y</u>	<u>W</u>	<u>O</u>	<u>R</u>	<u>D</u>	<u>D</u>	<u>E</u>	<u>C</u>	<u>O</u>	<u>D</u>	<u>E</u>
7 5 9 10													
1. 10 11 12 6								14 10 5 19 19 2 7					
2. 6 12 9 13 14								9. 4 11 5 18 2 —					
3. 2 15 2 9 —								10. 20 6 2 16 1 21 16 14 10					
4. 8 16 14 2								11. 17 5 10 5 6 14 — — —					
5. 13 16 17 2 14								12. 19 18 16 3 2 7					
6. 11 12 17 — —								13. 14 5 8 12 16 18					
7. 16 14 18 2 2 19								14. 22 19 5 9 — —					
8. — — — — —								15. — — — —					

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

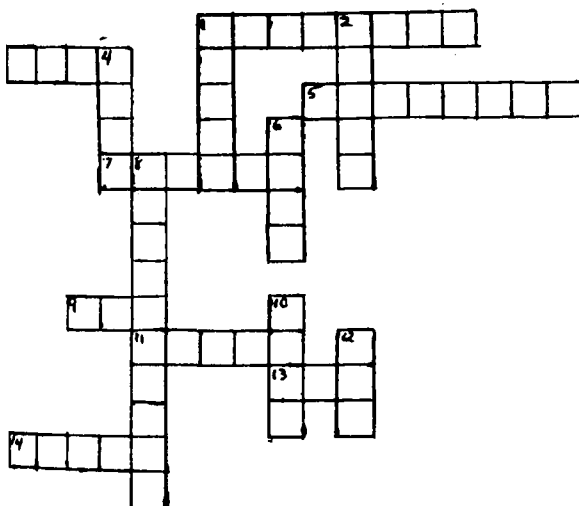
List 30

everything
real
brown
song
why
schedule
ate
gentle
very
he's
drove
poems
mountain
there
start

1. Word Scramble

she _____
lera _____
eat _____
trats _____
hyw _____
cdsuehel _____
wornb _____
gvheetyrni _____
heter _____
nsgo _____
rodev _____
englte _____
unmanoti _____
reyv _____
soepm _____

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 speciality 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.

Δ ∇ ∘ → \$ □ * ▣ ↓ ∫ ⊕ √ ∧ 8 ~ ∅ ⊕ - ∇ ∆ # ∃ √ ∴ ≤
 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 _____ | 9. very _____ |
| 2. real _____ | 10. he's _____ |
| 3. brown _____ | 11. drove _____ |
| 4. song _____ | 12. poems _____ |
| 5. why _____ | 13. mountain _____ |
| 6. schedule _____ | 14. there _____ |
| 7. ate _____ | 15. start _____ |
| 8. gentle _____ | |

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

aifgfre _____
mug _____
unwdotl _____
mteh _____
pxeemla _____
rceva _____
galngilf _____
lbgiumu _____
ttesa _____
bdmu _____
tope _____
rwgnit _____
uoacllttmiay _____
oigrvm _____
ntetor _____

2. Word Search

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

1. 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 houses. _____
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. _____

3. DREAM ON GARLINChapter 8 - 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 a _____ of disorder. Papers were everywhere and the place was really quite dirty. There was even a _____ 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 a _____ 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 a _____ 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	
a		c
	d	

e	f	g
h	i	j
k	l	m

n	o	p
q	r	s
t	u	v

	x	
w		y
	z	

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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

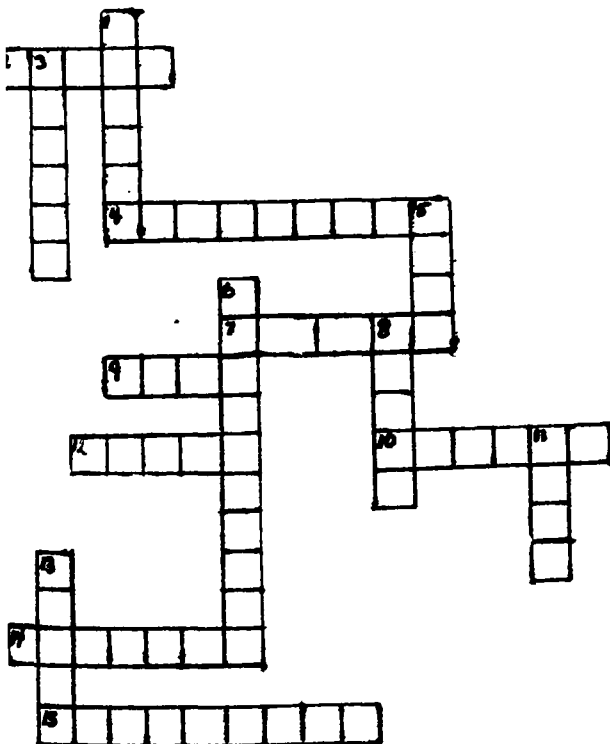
List 32

heard
rough
awful
wore
dangerous
bumped
wolves
patrols
excellent
much
fixes
said
gloomy
themselves
space

1. Word Scramble

txclntelce _____
gdsenauor _____
oerw _____
aoptslr _____
vlsweo _____
xsfei _____
cuhm _____
wulfa _____
sida _____
guroh _____
erdah _____
omgyol _____
ecaps _____
hmevelsets _____
medbpu _____

2. Crossword Puzzle



ACROSS

2. Terrible
4. Not safe
7. What your ears did.
9. Past form of wear.
10. Not cheery.
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.
8. Not smooth.
11. How _____ does it cost?
13. Where UFO's come from.

Chapter 9 - The Return of Ding Ling

When professor Plum _____ 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 _____ greasy overalls and was a terribly dirty looking man, but apparently he was an _____ mechanic from what Hoo Sang _____, "His name is Ring Rang and he _____ anything that moves but you will have to leave your car here over night. 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 man 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 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

132

	1 2 3 <u>K E Y</u>			4 5 6 7 <u>W O R D</u>				7 2 8 5 7 2 <u>D E C O D E</u>					
	4	5	9	10	2	11		11	21	23	7		
1.	—	—	—	—	—	—		9.	—	—	—	—	
	6	5	12	13	14				24	12	19	25	2 7
2.	—	—	—	—	—			10.	—	—	—	—	
	2	15	8	2	9	9	2 16 17		26	23	15	2	11 —
3.	—	—	—	—	—			11.	—	—	—	—	
	13	9	5	5	19	3	— — —		21	4	26	12	9
4.	—	—	—	—	—			12.	—	—	—	—	
	19	12	8	14	—	—			11	25	21	8	2
5.	—	—	—	—	—			13.	—	—	—	—	
	14	2	21	6	7				25	21	17	6	5 9 11
6.	—	—	—	—	—			14.	—	—	—	—	
	7	21	16	18	2	6	5 12 11		4	5	6	2	— — —
7.	—	—	—	—	—			15.	—	—	—	—	
	17	14	2	19	11	2	9 10 2 11						
8.	—	—	—	—	—	—	—						

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

List 33

except
multiple
woods
been
many
work
button
hair
sauce
going
daughter
paper
these
round
spaghetti

1. Word Scramble

sheet _____
tbtuuo _____
ittehgaps _____
rwko _____
urdon _____
aynm _____
ebne _____
arih _____
ongig _____
aescu _____
dowos _____
eepxtc _____
udgeshatr _____
reppa _____
lpentliu _____

2. Word Search

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

- The opposite of son. _____
- A synonym for several. _____
- This helps hold your shirt on. _____
- A synonym for forest. _____
- This is a wood product. _____
- An Italian meal. _____
- The plural of this. _____
- What is on our heads. _____
- The past of be. _____
- Not square. _____
- The opposite of coming. _____
- The red part of a pizza. _____
- 16 is a _____ of 4.
- Not play. _____
- All but one = All _____ one

Chapter 9 (continued)

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 dreamed 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 no _____ 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 Finkleduster 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. ⋈ ⋈ ⋈ ⋈ ⋈ _____
7. ⋈ ⋈ ⋈ ⋈ _____
8. ⋈ ⋈ ⋈ ⋈ ⋈ ⋈ ⋈ _____
9. ⋈ ⋈ ⋈ ⋈ ⋈ _____
10. ⋈ ⋈ ⋈ ⋈ _____
11. ⋈ ⋈ ⋈ ⋈ ⋈ _____
12. ⋈ ⋈ ⋈ ⋈ ⋈ _____
13. ⋈ ⋈ ⋈ ⋈ ⋈ _____
14. ⋈ ⋈ ⋈ ⋈ _____
15. ⋈ ⋈ ⋈ ⋈ ⋈ _____

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

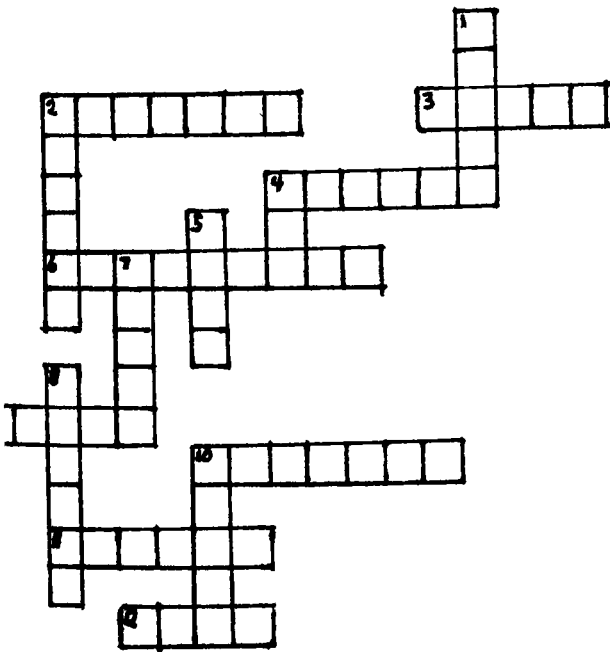
List 34

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

1. Word Scramble

atbehr _____
ifsrgne _____
itddn _____
boydon _____
rwge _____
oceiv _____
iwht _____
sdeoertyd _____
ybu _____
frtis _____
ytheer _____
ohngitn _____
ytrap _____
feboer _____
iyscp _____

2. Crossword Puzzle



ACROSS

2. The opposite of everything.
3. Did + not = _____.
4. Not after.
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 hurt him. He had to wait until dark, however, so that _____ 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 _____ stay 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 cut 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 8:30 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 Ding 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.

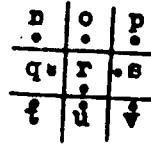
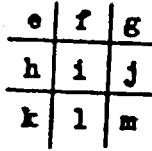
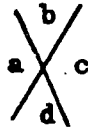
"_____ in our way and will have to be _____.
We will do it tonight."

When Plum heard this his _____ stopped short. They must be talking about Garlin and his friend Hee Sung, 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 Wai Ring'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

138



1. E > □ □ < _____
2. □ □ V □ □ < _____
3. □ □ □ > _____
4. □ □ □ □ □ < _____
5. > □ □ □ _____
6. □ □ □ □ < _____
7. □ □ □ < < _____
8. □ □ □ □ □ □ □ _____
9. □ □ □ □ □ □ □ _____
10. □ □ □ □ □ □ □ □ □ _____
11. V □ □ > □ □ _____
12. □ □ □ < □ □ _____
13. V □ □ < _____
14. □ □ □ □ □ □ _____
15. V □ □ □ □ □ □ _____

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

List 35

deaf
mind
special
black
forgot
were
turned
ugly
valuable
caught
eye
head
saw
Tuesday
violin

1. Word Scramble

ertndu _____
edah _____
satdeyu _____
uchtga _____
yee _____
aws _____
bolka _____
adfe _____
ovlnii _____
rotgof _____
nidm _____
luyg _____
reew _____
eascilp _____
elbaulav _____

2. Word Search

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

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 _____ into the alley. Plum dove 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 Ding Ling. The third man was an evil and _____ looking creature with a patch over one _____. 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 _____. He was trying to come up with a plan to get to Garlin without being _____. He knew that he had to keep a cool _____ on his shoulders. When the professor _____ the door shut behind the three men he crept up and put his ear to it. It was as though he was _____. 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 _____ all 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 Ding 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.

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

5. Alphabetical Order

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Dictionary

7. Unit Test

TEST OF 50 COMMON WORDS

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

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.

	<i>Very much</i>	<i>A bit</i>	<i>Neither</i>	<i>A bit</i>	<i>Very much</i>
nice---	---	---	---	---	awful
interesting---	---	---	---	---	boring
fun---	---	---	---	---	work
like---	---	---	---	---	dislike
exciting---	---	---	---	---	tiresome
useful---	---	---	---	---	useless
important---	---	---	---	---	unimportant
valuable---	---	---	---	---	worthless
helpful---	---	---	---	---	unhelpful
necessary---	---	---	---	---	unnecessary
meaningful---	---	---	---	---	meaningless
easy---	---	---	---	---	hard work
clear---	---	---	---	---	confusing
elementary---	---	---	---	---	advanced
(too easy)					(too difficult)

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.