

## UNIT - II

### 2.1 Benefits of Using Newspapers, Magazines and Books in Classroom

This topic aims at giving an overall view of the outstanding advantages that the usage of various mass media in the classroom is able to provide to students and teachers simultaneously. The mass media are the most pervasive features of modern life. They inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched (Biagi, 1996). Newspapers, magazines, books, Internet, records, radio and television, are all powerful and endless sources of information that can be easily compared to a library or an encyclopedia; primarily because they give to the reader the opportunity to extend knowledge and they facilitate self-education. Access to media is a crucial thing from a pedagogical point of view: the variety of subjects and topics that they cover make mass media interesting and motivating for the students to work with. This paper shows in general how print media in particular help students and teachers to gather, contrast, analyze and classify information, concepts and perspectives. The focus has been laid on the use of newspapers, magazines and books in the classroom with the students and by the teachers.

Introduction “One can’t believe impossible things.” “I daresay you haven’t had much practice,” said the Queen. “When I was your age I always did it for half-an-hour a day. Why, sometimes I’ve believed as many as six impossible things before breakfast.” (Carroll, 2007)

Like Alice, many educators, policy makers and even the general public respond resoundingly with “That’s impossible!” when challenged to adopt a new paradigm of education for the 21st century. Most people today adhere to a paradigm of education that is strictly 19th century. They consider the usage of various media in the classroom as irrelevant. But, like the Queen, a growing number of educators and learners are believing in and accomplishing “the impossible”. They are embracing new technologies and they are incorporating them into their day-to-day teaching and learning experiences. One of the most powerful and rewarding instructional tools at our fingertips as teachers and lifelong learners is the usage of print media in the classroom. Through them, within seconds, an entire civilization or country, thousands of kilometers away, is displayed in front of our students. Questions that would have taken hours to find an answer to are not only answered but expounded upon. The advantages of using print media in the classroom Throughout the last two decades, the use of various types of mass media by the educators and for the students has been a debatable issue

among teachers in general and among teachers of foreign languages in particular. The idea of making use of newspapers, and magazines in the classroom has undergone many controversies. This ongoing debate served me as a starter point in preparing a questionnaire in relation to the degree of the actual usage of the print media in the classroom as well as in relation to the advantages and disadvantages of their usage. What was surprising to find out was that it was mainly the students that preferred using print media in the classroom rather than the teachers. To some extent, this is comprehensible, because the usage of print media in the classroom implies much more time and resources spent by the teacher on working over the activities to be organized. So as to better illustrate the advantages of the use of the three types of print media in question – newspapers, magazines and books, while teaching and learning, let us make a presentation of each of these prominent media and their respective advantages. Print Media Newspapers, magazines and books comprise the three most important representatives of the printed media. They are all widely used by teachers and students altogether in their daily activities, but when it comes to using them within the classroom environment the situation becomes a bit complicated. This is mainly due to the amount of time teachers need to prepare and adapt articles taken from newspapers and magazines into their classrooms. But, if we compare the usage of articles in the classroom with that of a video for example, the amount of time needed and the tools needed to organize such activities are fewer. No television set is required, no electricity needed and the cost of purchase of items such as a newspaper or a magazine is rather low. What is more, newspapers, magazines and books are now easily accessed and as such students themselves can contribute in the collection of these materials that will later on be used in their teaching and learning environment. Newspapers bring to our students real life situations and can be easily used as authentic materials. Newspaper-based activities engage students in interesting and enjoyable activities and they also encourage them to further reading. They usually reflect the culture of a certain community through the language they contain. Newspapers also reflect the changes in the language as well, and in doing so, help students and teachers keep up pace with such changes. Most newspapers are linguistically up-to-date and provide valuable linguistic data` (Tafari, 2004) What is more, newspapers provide a wide range of various text types and language styles, which are not always found in textbooks. This is one of the most important features of newspaper-based activities. This wide variety serves as an excellent tool in the hands of the teacher while organizing exercises dealing with phonology, morphology, lexicon, syntax or discourse. Another great advantage of newspapers is that they can serve as a motivating medium in encouraging and stimulating

students to read further and to engage themselves in the activities organized. They report real-life events that are of actual importance and emotional value to the students, and this arouses their curiosity. "People learn through reading, and reading about interesting new things in one's interest subject, undoubtedly helps motivation" (Sanderson, 2002). As motivation is one of the major problems in our educational system nowadays, the media in general should be widely used so as to stimulate and motivate students to actively participate in the classroom and to succeed in their studies. The results of the questionnaire showed that more than 85% of the students participating in the survey preferred the use of newspaper in the classroom rather than that of textbooks and considered this not only as an educational tool but also as a relaxing one. "Teaching should be fun, and through the use of newspapers teachers can make this real" was one of the comments given by a third year foreign language student. The varieties of newspapers offer extensive opportunities to the teachers that decide to apply them in their classrooms, but in doing so the teachers should take into consideration many issues such as the length of the article, the complexity of the language, the subject matter and content, the time available as well as the level of the students. In choosing suitable newspaper materials to use in the classroom, the teacher may use some preactivities and while-activities that can be used in combination with one another. Some of them are listed below (Sanderson, 2002):

- ⊗ Give the students the material before the lesson, ask them to look for vocabulary as home work
- ⊗ Explain key vocabulary in the materials
- ⊗ Summarize the newspaper item
- ⊗ Ask the students to brainstorm what they know about the newspaper item
- ⊗ Let your students read a newspaper report
- ⊗ Tell the students the headline and show any accompanying photograph

Before reading, write on the board and explain key vocabulary, then ask the students to use a dictionary during the activity

- ⊗ Encourage your students to go for the overall meaning of the text, rather than understand every word
- ⊗ Encourage your students to bring to their reading their own world knowledge
- ⊗ Try to help the students in understanding the grammatical complexity of the text, facilitate to assimilate the density of information, guess the low-frequency vocabulary, etc.

As seen from this list of activities, newspapers can be easily used not only in regard to linguistic aspects of the language, but they are also fruitful in regard to extra linguistic elements such as critical thinking or world knowledge. As newspapers cover actual issues which are of high interest to our students, then this is a very good reason that should stimulate teachers to use them while teaching. Magazines

Magazines are another representative group of the printed media. Their purpose is exactly the same as that of newspapers, to inform, entertain and persuade the public as well as to offer a means

for targeted advertising. As such they could very easily be used just like newspapers. Their advantage is that they are much more colorful than newspapers and they offer many opportunities to the teachers to organize photograph activities that could stimulate verbal and/or written stories. For instance, they could be used to introduce colors, means of transport, fables and short stories and other stimulating activities as well. Nowadays, there are magazines suitable for every age group which makes the decision making much easier. From the analysis of the questionnaire prepared in this regard it resulted that children and teenagers were very attracted by magazines because they were child-friendly, full of pictures and colors. This high interest that this generation shows in reading magazines should be further on exploited by the educators to up-to-date their teaching materials and to break the monotony of the textbook-based lessons. Children and teenagers who have been turned off by textbooks may be motivated to read magazines. As a parallel line can easily be drawn between newspapers and magazines, the advantages and the kind of activities used with the newspapers can be easily applied, adapted and used with magazines as well. In general, the advantages of using magazines are:

- ⊖ They provide a valuable source of authentic materials which can be easily adapted to classroom use. The wide range of topics they cover allows teachers to use them in many different subjects and occasions. They provide facts, data and stories which can serve as supplements to subject content.
- ⊖ Magazines are child friendly as they are full of pictures and colors. Young children especially are easily attracted by colorful magazines and this may serve as a tool to motivate the students' reading skills
- ⊖ Magazines offer to students a 'real' natural source of language comprised of words characterized by several connotational components pertaining to a wide variety of language styles, enriching this way the students' passive and active vocabulary.
- ⊖ Magazines (similarly to newspapers) are the first to present to our students (and not only) the changes in which the language undergoes and they can do this much faster than textbooks as they are published daily, weekly or monthly.
- ⊖ Magazines can also be used basically for the culture they transmit. Since they serve as a country's mirror, students are able to be in contact with the culture of the language they are studying through magazines in particular and printed media in general.

Books Books are crucial in modern life as well, a driving force in education, business, law, science, medicine and entertainment (Tafani, 2004). Through books the students gain the legacy of knowledge earned by those who came before (Beckert, 1992). Without books (and textbooks are included here), no education could have been possible. They are the primary source of information used by all humanity. After the invention of the typewriter, the printing

of the textbooks and books in general reached high peaks and expanded its readership. Unfortunately, despite the worldwide known value of books, we hear students grumble each day and more about books assigned to be read by their instructors. This is a hotly debated topic in educational spheres. "Books of proven literary worth should be the backbone of the curriculum" (Beckert, 1992). As such, teachers should intentionally make books part of their everyday teaching and learning experience and should always use them in the classroom together with the students so as to nurture them with the love for books. As the statistics showed, more than 68 % of the interviewed people, stated that they read less than two books a year, while 61% of the students interviewed stated that they read only because they were obliged to. It seems useless to count the advantages that students and humanity in general have by reading books, since no progress in whatever field of study can be imagined without them. They are an indispensable tool used in the classroom. "We can not imagine a student, a pupil or a teacher without carrying, studying or reading books, being them textbooks, literary, scientific, fiction or whatever" (Tafari, 2004). People of every age group, sex, religion or profession find information, pleasure, relaxation and inspiration while reading books. In contrast to the other two print media mentioned above, books lack immediacy, but they make up for this by greater thoroughness and permanence. One of the ways in which instructors can make use of books is that of essay writing. Based on a particular story described in a book, every student is able to sit and write his or her own perspective on the events occurred. Apart from extensive benefits in reading skills books offer to students a wide variety of language styles that can later on be adapted by the students themselves in their speaking or writing skills and activities. As seen, and I believe as known by all, books are considered as the most enduring of the mass media and their benefits should always be kept in mind by teachers and students altogether so as to never forget to use them in and out of the classroom. Various researches have conducted numerous studies in regard to the advantages that the use of print media in the classroom can bring to students and teachers. The benefits are numerous, but above all they make teaching and learning more exciting and fun. There is a concern in society that television has lured some young people away from school – one tool of bringing them closer to education and of motivating them is by using interesting elements such as the print media.

## INTERACTION -I

### The Lottery Ticket By Anton P. Chekhov

Directions: Read the short story and answer the questions that follow. Refer to the text to check your answers. Ivan Dmitritch, a middle-class man who lived with his family on an income of twelve hundred a year and was very well satisfied with his lot, sat down on the sofa after supper and began reading the newspaper. "I forgot to look at the newspaper today," his wife said to him as she cleared the table. "Look and see whether the list of drawings is there." "Yes, it is," said Ivan Dmitritch; "but hasn't your ticket expired?" "No, I bought it on Tuesday." "What is the number?" "Series 9,499, number 26." "All right... we will look... 9,499 and 26." Ivan Dmitritch had no faith in lottery luck, and would not, as a rule, have consented to look at the lists of winning numbers, but now, as he had nothing else to do and as the newspaper was before his eyes, he passed his finger downwards along the column of numbers. And immediately, as though in mockery of his skepticism<sup>1</sup>, no further than the second line from the top, his eye was caught by the figure 9,499! Unable to believe his eyes, he hurriedly dropped the paper on his knees without looking to see the number of the ticket, and, just as though he had drunk a glass of cold water, he felt an agreeable chill in the pit of the stomach; tingling and terrible and sweet! "Masha, 9,499 is there!" he said in a hollow voice. His wife looked at his astonished and panic-stricken face, and realized that he was not joking. "9,499?" she asked, turning pale and dropping the folded tablecloth on the table. "Yes, yes... it really is there!" "And the number of the ticket?" "Oh, yes! There's the number of the ticket too. But stay... wait! No, I say! Anyway, the number of our series is there! Anyway, you understand..." Looking at his wife, Ivan Dmitritch gave a broad, senseless smile, like a baby when a bright object is shown it. His wife smiled too; it was as pleasant to her as to him that he only mentioned the series, and did not try to find out the number of the winning ticket. To torment and tantalize oneself with hopes of possible fortune is so sweet, so thrilling! "It is our series," said Ivan Dmitritch, after a long silence. "So there is a probability that we have won. It's only a probability, but there it is!" "Well, now look!" "Wait a little. We have plenty of time to be disappointed. It's on the second line from the top, so the prize is seventy-five thousand. That's not money, but power, capital! And in a minute I shall look at the list, and there--26! Eh? I say, what if we really have won?" The husband and wife began laughing and staring at one another in silence. The possibility of winning bewildered them; they could not have said, could not have dreamed, what they both needed that seventy-five thousand for, what they would buy, where they would go. They thought only of the figures

9,499 and 75,000 and pictured them in their imagination, while somehow they could not think of the happiness itself which was so possible. Ivan Dmitritch, holding the paper in his hand, walked several times from corner to corner, and only when he had recovered from the first impression began dreaming a little. "And if we have won," he said--"why, it will be a new life, it will be a transformation! The ticket is yours, but if it were mine I should, first of all, of course, spend twenty-five thousand on real property in the shape of an estate; ten thousand on immediate expenses, new furnishing... travelling... paying debts, and so on... The other forty thousand I would put in the bank and get interest on it." "Yes, an estate, that would be nice," said his wife, sitting down and dropping her hands in her lap. "Somewhere in the Tula or Oryol<sup>2</sup> provinces... In the first place we shouldn't need a summer villa, and besides, it would always bring in an income." And pictures came crowding on his imagination, each more gracious and poetical than the last. And in all these pictures he saw himself well-fed, serene, healthy, felt warm, even hot! Here, after eating a summer soup, cold as ice, he lay on his back on the burning sand close to a stream or in the garden under a lime-tree... It is hot... His little boy and girl are crawling about near him, digging in the sand or catching ladybirds in the grass. He dozes sweetly, thinking of nothing, and feeling all over that he need not go to the office today, tomorrow, or the day after. Or, tired of lying still, he goes to the hayfield, or to the forest for mushrooms, or watches the peasants catching fish with a net. When the sun sets he takes a towel and soap and saunters to the bathing-shed, where he undresses at his leisure, slowly rubs his bare chest with his hands, and goes into the water. And in the water, near the opaque<sup>3</sup> soapy circles, little fish flit to and fro and green water-weeds nod their heads. After bathing there is tea with cream and milk rolls... In the evening a walk or vint<sup>4</sup> with the neighbors. Vocabulary 1. skepticism: doubt or disbelief 2. Tula & Oryol: Russian cities along rivers south of Moscow 3. opaque: allowing little light to pass through 4. vint: a Russian card game similar to Bridge "Yes, it would be nice to buy an estate," said his wife, also dreaming, and from her face it was evident that she was enchanted by her thoughts. Ivan Dmitritch pictured to himself autumn with its rains, its cold evenings, and its St. Martin's<sup>5</sup> summer. At that season he would have to take longer walks about the garden and beside the river, so as to get thoroughly chilled, and then drink a big glass of vodka and eat a salted mushroom or a soused cucumber, and then--drink another... The children would come running from the kitchen-garden, bringing a carrot and a radish smelling of fresh earth... And then, he would lie stretched full length on the sofa, and in leisurely fashion turn over the pages of some illustrated magazine, or, covering his face with it and unbuttoning his waistcoat, give himself up to slumber. The St. Martin's summer is

followed by cloudy, gloomy weather. It rains day and night, the bare trees weep, the wind is damp and cold. The dogs, the horses, the fowls--all are wet, depressed, downcast. There is nowhere to walk; one can't go out for days together; one has to pace up and down the room, looking despondently at the grey window. It is dreary! Ivan Dmitritch stopped and looked at his wife. "I should go abroad, you know, Masha," he said. And he began thinking how nice it would be in late autumn to go abroad somewhere to the South of France... to Italy... to India! "I should certainly go abroad too," his wife said. "But look at the number of the ticket!" "Wait, wait!..." He walked about the room and went on thinking. It occurred to him: what if his wife really did go abroad? It is pleasant to travel alone, or in the society of light, careless women who live in the present, and not such as think and talk all the journey about nothing but their children, sigh, and tremble with dismay over every penny. Ivan Dmitritch imagined his wife in the train with a multitude of parcels, baskets, and bags; she would be sighing over something, complaining that the train made her head ache, that she had spent so much money... At the station she would continually be having to run for boiling water, bread and butter... She wouldn't have dinner because of its being too expensive... "She would begrudge me every penny," he thought, with a glance at his wife. "The lottery ticket is hers, not mine! Besides, what is the use of her going abroad? What does she want there? She would shut herself up in the hotel, and not let me out of her sight... I know!" And for the first time in his life his mind dwelt on the fact that his wife had grown elderly and plain, and that she was saturated through and through with the smell of cooking, while he was still young, fresh, and healthy, and might well have got married again. "Of course, all that is silly nonsense," he thought; "but... why should she go abroad? What would she make of it? And yet she would go, of course... I can fancy... In reality it is all one to her, whether it is Naples or Klin. She would only be in my way. I should be dependent upon her. I can fancy how, like a regular woman, she will lock the money up as soon as she gets it... She will hide it from me... She will look after her relatives and grudge me every penny." Ivan Dmitritch thought of her relatives. All those wretched brothers and sisters and aunts and uncles would come crawling about as soon as they heard of the winning ticket, would begin whining like beggars, and fawning upon them with oily, hypocritical smiles. Wretched, detestable people! If they were given anything, they would ask for more; while if they were refused, they would swear at them, slander them, and wish them every kind of misfortune. Ivan Dmitritch remembered his own relatives, and their faces, at which he had looked impartially in the past, struck him now as repulsive and hateful. "They are such reptiles!" he thought. And his wife's face, too, struck him as repulsive and hateful. Anger surged up in his heart against her, and he



thought malignantly: "She knows nothing about money, and so she is stingy. If she won it she would give me a hundred roubles<sup>7</sup>, and put the rest away under lock and key." And he looked at his wife, not with a smile now, but with hatred. She glanced at him too, and also with hatred and anger. She had her own daydreams, her own plans, her own reflections; she understood perfectly well what her husband's dreams were. She knew who would be the first to try and grab her winnings. "It's very nice making daydreams at other people's expense!" is what her eyes expressed. "No, don't you dare!" Her husband understood her look; hatred began stirring again in his breast, and in order to annoy his wife he glanced quickly, to spite her at the fourth page on the newspaper and read out triumphantly: "Series 9,499, number 46! Not 26!" Hatred and hope both disappeared at once, and it began immediately to seem to Ivan Dmitritch and his wife that their rooms were dark and small and low-pitched, that the supper they had been eating was not doing them good, but lying heavy on their stomachs, that the evenings were long and wearisome... "What the devil's the meaning of it?" said Ivan Dmitritch, beginning to be ill-humoured. "Wherever one steps there are bits of paper under one's feet, crumbs, husks. The rooms are never swept! One is simply forced to go out. Damnation take my soul entirely! I shall go and hang myself on the first aspen-tree!"

Vocabulary 5. Saint Martin: a tropical island in the Caribbean Sea 6. begrudge: to give reluctantly 7. rouble: a Russian monetary unit; Russian currency Name: The Lottery Ticket | Reading Quiz

1. Which of these statements about Ivan Dmitritch is true at the start of the story?
  - a. He encourages his wife to play the lottery more frequently.
  - b. He thinks that playing the lottery is a waste of time and money.
  - c. He plays the lottery quite often and it angers his wife.
  - d. He doesn't play the lottery because it is against his religion.
  
2. Which best describes Ivan and Masha Dmitritch's financial position at the start of the text?
  - a. They are struggling to survive. b. They are very wealthy. c. They have everything that they need. d. They cannot afford to eat.
  
3. Which is not part of Ivan's fantasy?
  - a. He hunts for mushrooms and watches people fish. b. He reads magazines and falls asleep on the couch. c. His children play in the garden and dig in the sand. d. He dances with his wife under the moonlight.

4. Which figurative language technique is used in the following sentence? "The bare trees weep, the wind is damp and cold." a. Personification b. Simile c. Metaphor d. Hyperbole
5. Which best expresses how the lottery ticket affects Ivan's opinion of his wife? a. He becomes resentful of her and finds her unattractive. b. He suddenly acts very nice to his wife because he thinks that she will have money. c. He does not care about money; he just wants to finish reading the paper. d. He appreciates her more than ever because her money can solve their problems.
6. Which of these statements about Ivan Dmitritch is false? a. He thinks that he is more attractive than his wife. b. He wants to go on a vacation alone. c. He dislikes his wife's family. d. He thinks his wife will spend the money too quickly.
7. From which perspective is this story narrated? a. First-Person b. Third-Person Objective c. Third-Person Limited d. Third-Person Omniscient
8. Which statement best expresses a theme in this text? a. If you don't play, you can't win. b. Money doesn't buy happiness. c. You need money to make money. d. Always ask for more than you need.
9. Which of these statements about Masha Dmitritch is false? a. She thinks bad things about her husband. b. She knows her husband very well. c. She would enjoy sharing her winnings with her husband. d. She is in a worse position for having played the lottery.
10. Which conclusion is best supported by the text? a. Money gives people the potential to do great and noble things. b. Just the thought of money can bring out the worst in people. c. Nothing brings a couple closer together like planning a vacation. d. It's fun and harmless to dream about winning a lot of money.

Long Response:  
Answer the following question in complete sentences. Use evidence from the text.

1. What lesson is the author of this story trying to teach readers with this story? Use text to support your response.

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## INTERACTION 2

### **The Ransom of Red Chief By O. Henry Directions:**

**Read the short story. Answer the questions.**

Refer to the text to check your answers when appropriate.

It looked like a good thing: but wait till I tell you. We were down South, in Alabama--Bill Driscoll and myself--when this kidnapping idea struck us. It was, as Bill afterward expressed it, "during a moment of temporary mental apparition<sup>1</sup> "; but we didn't find that out till later. There was a town down there, as flat as a flannel-cake, and called Summit, of course. It contained inhabitants of as undeleterious<sup>2</sup> and self-satisfied a class of peasantry as ever clustered around a Maypole. Bill and me had a joint capital of about six hundred dollars, and we needed just two thousand dollars more to pull off a fraudulent town-lot scheme in Western Illinois with. We talked it over on the front steps of the hotel. Philoprogenitiveness<sup>3</sup>, says we, is strong in semi-rural communities; therefore and for other reasons, a kidnapping project ought to do better there than in the radius of newspapers that send reporters out in plain clothes to stir up talk about such things. We knew that Summit couldn't get after us with anything stronger than constables and maybe some lackadaisical bloodhounds and a diatribe<sup>4</sup> or two in the Weekly Farmers' Budget. So, it looked good. We selected for our victim the only child of a prominent citizen named Ebenezer Dorset. The father was respectable and tight, a mortgage fancier and a stern, upright collectionplate passer and forecloser. The kid was a boy of ten, with bas-relief freckles, and hair the colour of the cover of the magazine you buy at the news-stand when you want to catch a train. Bill and me figured that Ebenezer would melt down for a ransom of two thousand dollars to a cent. But wait till I tell you. About two miles from Summit was a little mountain, covered with a dense cedar brake. On the rear elevation of this mountain was a cave. There we stored provisions. One evening after sundown, we drove in a buggy past old Dorset's house. The kid was in the street, throwing rocks at a kitten on the opposite fence. "Hey, little boy!" says Bill, "would you like to have a bag of candy and a nice ride?" The boy catches Bill neatly in the eye with a piece of brick. "That will cost the old man an extra five hundred dollars," says Bill, climbing over the wheel. That boy put up a fight like a welter-weight cinnamon bear; but, at last, we got him down in the bottom of the buggy and drove away. We took him up to the cave and I hitched the horse in the cedar brake. After dark I drove the buggy to the little village, three miles away, where we had hired it, and walked back to the mountain. Bill was pasting court-plaster<sup>5</sup> over the

scratches and bruises on his features. There was a fire burning behind the big rock at the entrance of the cave, and the boy was watching a pot of boiling coffee, with two buzzard tailfeathers stuck in his red hair. He points a stick at me when I come up, and says: "Ha! cursed paleface, do you dare to enter the camp of Red Chief, the terror of the plains?" "He's all right now," says Bill, rolling up his trousers and examining some bruises on his shins. "We're playing Indian. We're making Buffalo Bill's show look like magic-lantern views<sup>6</sup> of Palestine in the town hall. I'm Old Hank, the Trapper, Red Chief's captive, and I'm to be scalped at daybreak. By Geronimo! that kid can kick hard." Yes, sir, that boy seemed to be having the time of his life. The fun of camping out in a cave had made him forget that he was a captive himself. He immediately christened me Snake-eye, the Spy, and announced that, when his braves returned from the warpath, I was to be broiled at the stake at the rising of the sun. Then we had supper; and he filled his mouth full of bacon and bread and gravy, and began to talk. He made a duringdinner speech something like this: "I like this fine. I never camped out before; but I had a pet 'possum once, and I was nine last birthday. I hate to go to school. Rats ate up sixteen of Jimmy Talbot's aunt's speckled hen's eggs. Are there any real Indians in these woods? I want some more gravy. Does the trees moving make the wind blow? We had five puppies. What makes your nose so red, Hank? My father has lots of money. Are the stars hot? I whipped Ed Walker twice, Saturday. I don't like girls. You dassent catch toads unless with a string. Do oxen make any noise? Why are oranges round? Have you got beds to sleep on in this cave? Amos Murray has got six toes. A parrot can talk, but a monkey or a fish can't. How many does it take to make twelve?" Every few minutes he would remember that he was a pesky redskin, and pick up his stick rifle and tiptoe to the mouth of the cave to rubber for the scouts of the hated paleface. Now and then he would let out a war-whoop that made Old Hank the Trapper shiver. That boy had Bill terrorized from the start. "Red Chief," says I to the kid, "would you like to go home?" "Aw, what for?" says he. "I don't have any fun at home. I hate to go to school. I like to camp out. You won't take me back home again, Snake-eye, will you?"

### Vocabulary

1. apparition: act of becoming visible; a supernatural appearance
2. undeleterious: not harmful
3. philoprogenitiveness: the state of loving one's own offspring
4. diatribe: speech or writing which bitterly denounces something