

CHAPTER – 6
THIS IS JODY’S FAWN
❖ Comprehension check Pg-90

Question – 1

What had happened to Jody’s father?

Answer:

Jody’s family lived in the forests. When Jody’s father was crossing the forests, he was got bitten by a rattle snake. Jody saved his father’s life with the help of the liver and the heart of the doe they killed.

Question 2:

How did the doe save Penny’s life?

Answer:

Jody’s father, Penny was bitten by a rattlesnake when we were walking in the forest. Because they lived in the forest, there was no doctor, so they had to rely on the natural cure available in the forest. So, they killed a doe. Jody used the heart and the liver of doe to draw out the poison to save his father.

Question 3:

Why does Jody want to bring the fawn home?

Answer:



Jody knew that after the death of doe, the fawn will be left alone to starve. Jody knew the doe, fawn's mother used to feed him. Therefore, Jody wanted to bring fawn to his home, so that he could take care of him. If he was left alone, the jungle animals would eat him so, he wanted to save fawn.

Question 4:

How does Jody know that the fawn is a male?

Answer:

Jody's father taught him the way of identifying the sex of a fawn. His father told him that a 'he' fawn will have the spots all in a line and in a "she" fawn the spots will be in all directions. While killing its mother, Jody saw the fawn and identified it to be a male.

❖ Comprehension check Pg-91

Question 1:

Jody didn't want Mill-wheel with him for two reasons. What were they?

Answer:

Jody took the help from Mill – Wheel to find the fawn. But on the way, Jody realized that he did not want him to be with him to find the fawn. There were two strong reasons to not take Mill with him. Firstly, he thought if the fawn was found dead or could not be found, then he did not want to expose his disappointment in



front of Mill. Secondly, if Jody finds the fawn, he didn't want Mill-Wheel to see his emotions and love for the fawn.

Question 2:

Why was Mill-wheel afraid to leave Jody alone?

Answer:

Mill-Wheel was afraid to leave Jody alone in the forest, because it could be dangerous for him. Mill wheel was worried about his safety and his being lost in the forest as Jody was a little kid. Also, Jody's father was bitten by a rattle-snake a day before, so his was already worried.

❖ Comprehension check Pg-94

Question 1:

How did Jody bring the fawn back home?

Answer:

After searching the fawn for a little while, when Jody spotted the fawn. Then he slowly he picked him up and carried through the forest. He protected the fawn from the prickly vines and thick bushes. On his way once he put the fawn down to check his father's words that if a fawn is carried once, will follow afterwards. And the fawn followed. They reached home opening the latch but the fawn did not want to climb stairs. Then Jody picked him and brought in front of his father.



Question 2:

Jody was filled with emotion after he found the fawn. Can you find at least three words or phrases which show how he felt?

Answer:

It's true that Jody as filled with emotions when he found the fawn. The following phrases show his feelings:

- (i) When Jody was carrying the fawn, he was light-headed with his joy”.
- (ii) When Jody found the fawn, he touched it and the touch made him ‘delirious’.
- (iii) When Jody came to Penny with the fawn, it seemed to Penny that ‘the boy’s eyes were as bright as the fawn’s’.

Question 3:

How did the deer drink milk from the gourd?

Answer:

When Jody poured the milk into the gourd, the fawn butted and bleated frantically, with his eyes wide open. The smell of the milk made the fawn crazy but he didn't know how to drink it. Jody helped him by dipping his fingers into the milk and then putting his fingers into the fawn's mouth. The fawn also sucked Jody's fingers and was enjoying the milk very much Then Jody slowly brought his hands down into the gourd which brought the mouth of the fawn also into the gourd. After that the fawn drank the milk on its own.



Question 4:

Why didn't the fawn follow Jody up the steps as he had thought it would?

Answer:

The fawn was very young but was used to living in the forest with his mother, doe. Therefore, whenever Jody expected the fawn to follow him, he did not. In fact, he did not even know how to climb the stairs. Every time, Jody picked him up in his arms and helped him cross the stairs.

❖ Working with the text**Question 1:**

Why did Penny Baxter allow Jody to go find the fawn and raise it?

Answer:

Penny could never believe the fact the fawn was alive. Jody killed the fawn's mother to save Penny's life. So, it was their responsibility to take care of the young fawn and not leave home alone in the forest to starve. So, when Jody requested his father to allow him. Penny gave his consent to find the fawn and raise it.

Question 2:

What did Doc Wilson mean when he said, "Nothing in the world ever comes quite free"?



Answer:

This is a harsh fact that this world gives us nothing in free. To get or achieve something we need to pay an amount for the same or if we are given something, we need to repay for it. According to Doc Wilson as Penny's life was saved by the life of doe, so it is their responsibility to repay i.e. bringing the fawn and raise it.

Question 3:

How did Jody look after the fawn, after he accepted the responsibility for doing this?

Answer:

Jody accepted the responsibility to raise the fawn and keep him. While he took the fawn back from the forest to his home, Jody covered the fawn as if he was so delicate that would break. Also, he sacrificed his own milk and fed the fawn with his fingers.

Question 4:

How does Jody's mother react when she hears that he is going to bring the fawn home? Why does she react in this way?

Answer:

Jody's mother was baffled and puzzled to know that Jody brought the fawn home to raise him as his responsibility on Penny's consent. She questioned Jody about the fawn. Jody's mother was not surprised on the fact that he brought fawn to raise him, but the positive thought of Jody that led him do so.



Jody told her that Penny's life was saved in exchange of the life of a doe and the fawn belongs to that doe. So, he wanted to bring it to raise. At this she said that, there was nothing to feed it except milk.

❖ Working with Language

Question 1:

Look at these pairs of sentences.

Penny said to Jody, "Will you be back before dinner?"

Penny asked Jody if he would be back before dinner.

"How are you feeling, Pa?" asked Jody.

Jody asked his father how he was feeling.

Here are some questions in direct speech. Put them into reported speech.

(i) Penny said, "Do you really want it son?"

(ii) Mill-wheel said, "Will he ride back with me?"

(iii) He said to Mill-wheel, "Do you think the fawn is still there?"

(iv) He asked Mill-wheel, "Will you help me find him?"

(v) He said, "Was it up here that Pa got bitten by the snake?"

Answer:

(i) Penny asked his son if he really wanted the fawn.

(ii) Mill-Wheel enquired if Jody would ride back with him.

(iii) Jody asked Mill-Wheel if he thought the fawn was still there.

(iv) He asked Mill-Wheel if he would help him find the fawn.



(v) Mill-Wheel wanted to know if that was the place where Pa had got bitten by the snake.

Question 2:

Look at these two sentences.

He tumbled backward.

It turned its head.

The first sentence has an intransitive verb, a verb without an object. The second sentence has a transitive verb. It has a direct object. We can ask: “What did it turn?” You can answer. “Its head. It turned its head.”

Say whether the verb in each sentence below is transitive or intransitive. Ask yourself a ‘what’ question about the verb, as in the example above. (For some verbs, the object is a person, so ask the question ‘who’ instead of ‘what’).

- (i) Jody then went to the kitchen.
- (ii) The fawn wobbled after him.
- (iii) You found him.
- (iv) He picked it up.
- (v) He dipped his fingers in the milk.
- (vi) It bleated frantically and butted him.
- (vii) The fawn sucked his fingers.
- (viii) He lowered his fingers slowly into the milk.
- (ix) It stamped its small hoofs impatiently.
- (x) He held his fingers below the level of the milk.
- (xi) The fawn followed him.
- (xii) He walked all day.



- (xiii) He stroked its sides.
- (xiv) The fawn lifted its nose.
- (xv) Its legs hung limply.

Answer:

- (i) Jody then went to the kitchen: Intransitive
- (ii) The fawn wobbled after him: Intransitive
- (iii) You found him: Transitive
- (iv) He picked it up: Transitive
- (v) He dipped his fingers in the milk: Transitive
- (vi) It bleated frantically and butted him: Intransitive
- (vii) The fawn sucked his fingers: Transitive
- (viii) He lowered his fingers slowly into the Milk: Transitive
- (ix) It stamped its small hoofs impatiently: Transitive
- (x) He held his fingers below the level of the Milk: Transitive
- (xi) The fawn followed him: Transitive
- (xii) He walked all day: Intransitive
- (xiii) He stroked its sides: Transitive
- (xiv) The fawn lifted its nose: Transitive
- (xv) Its legs hung limply: Intransitive



Question 3:

Here are some words from the lesson. Working in groups, arrange them in the order in which they would appear in the dictionary.

Write down some idioms and phrasal verbs connected to these words. Use the dictionary for more idioms and phrasal verbs.

Close, draw, make, wonder, scrawny,
Parted, clearing, sweet, light, pick

Answer:

The following idioms/phrases are connected with the above words:

Words	Idioms/phrases
Close	Close up, close quarters
Draw	Draw the curtain over
Make	Make the most of, make up
Wonder	Wonder world, do wonders
Scrawny	The scrawny neck
Parted	Parted comparing
Clearing	Clearing
Sweet	Sweet seventeen, sweet tongue
Light	Bring to light, light – hearted
Pick	Pick up



❖ Speaking

Question 1:

Do you think it is right to kill an animal to save a human life?
Give reasons for your answer.

Answer:

No, it's not right to kill an animal to save a human. Everybody has their right on their lives.

Human beings have been exploiting the animals from years. For example, tigers are killed for their skin and bones.

Cows and pigs are killed for eating their flesh, etc.

Killing animals is a crime and humans should be punished for that.

Question 2:

Imagine you wake up one morning and find a tiny animal on your doorstep. You want to keep it as a pet but your parents are not too happy about it. How would you persuade them to let you keep it?
Discuss it in groups and present your arguments the class.

Answer:

The students should try themselves.

❖ Writing

Question 1:



Imagine you have a new pet that keeps you busy. Write a paragraph describing your pet, the things it does, and the way it makes you feel. Here are some words and phrases that you could use.

frisky, smart, disobedient, loyal, happy, enthusiastic, companion, sharing, friend, rolls in mud, dirties the bed, naughty, lively, playful, eats up food, hides the newspaper, drinks up milk, runs away when called, floats on the water as if dead.

Answer:

My new pet is “Lucy”. She keeps me occupied all day. In the morning, the first thing I do is hug her tightly and wish her good morning. She is also gives an exciting response by wagging her tail heavily. My mother gives her breakfast and she patiently waits till the food is emptied into her bowl. She plays hide and seek with me every evening. He rolls in the mud and runs away whenever, I run after her. Lucy is my best friend and I love her just like my younger sister.

Question 3:

Human life is dependent on nature (that’s why we call her Mother Nature). We take everything from nature to live our lives. Do we give back anything to nature?

(i) Write a down some examples of the natural resources that we use.

(ii) Write a paragraph expressing your point of view regarding our relationship with nature.

Answer:

(i) The examples of natural resources that we use are:

a) Plants are the gift of nature. They provide us the oxygen we use for breathing.

b) Water is used in our day-to-day life activities.

c) Coal and natural gases are used as a fuel on a large scale.

d) We use minerals like, iron, bauxite, to create the useful substances.

(ii) The students should do by themselves.

Question 3:

In This is Jody's Fawn, Jody's father uses a 'home remedy' for a snake bite. What should a person now do if he or she is bitten by a snake? Are all snakes poisonous?

With the help of your teacher and others, find out answers to such questions. Then write a short paragraph on – What to do if a snake chooses to bite you.

Answer:

The students should do by themselves.

❖ The Duck and the Kangaroo - Working with the poem

Question 1:

Taking words that come at the end of lines, write five pairs of rhyming words. Read each pair aloud.

For example, pond – beyond

Answer:

Rhyming words are those which have similar ending sound. In the poem, the five pairs of rhyming words are as follows:

1. Kangaroo – too
2. Stop – hop
3. Pond -beyond
4. Quack – back
5. Reflection – Objection

Question 2:

Complete the dialogue.

Duck: Dear Kangaroo! Why don't you _____

Kangaroo: With pleasure, my dear Duck, though _____

Duck: That won't be a problem. I will _____

Answer:

Duck: Dear Kangaroo! Why don't you give me a ride on your back?

Kangaroo: With pleasure, my dear Duck, though your webbed feet would trouble me.

Duck: That won't be a problem. I will cover them with swollen socks so they won't trouble you.

Question 3:

The Kangaroo does not want to catch 'rheumatism. Spot this word in stanza 3 and say why it is spelt differently. Why is it in two parts? Why does the second part begin with a capital letter?

Answer:

The word "rheumatism" can be split into two words. And, "rheu" and "matism". On changing the spelling, we realize, the word rhymes with kangaroo, as "roo" and "Matiz"

Rheumatism → roo + Matiz

The second part "Matiz" begins with a capital letter because it is the first word of the line. In the poem also, we see, every line starts with a capital letter, even if it is in continuation with the previous line.

Therefore, the letter M is capitalized only to give a poetic effect.

Question 4:

Do you find the poem humorous? Read aloud lines that make you laugh.

Answer:



Yes, the poem is humorous. Take for example:

“But quite at the end of my tail.”

“And every day a cigar I’ll smoke”.

Students should do by themselves.