

I. Complete the summary of the poem by filling in the blanks with suitable words from the text given in the box below. Share your answers with the teacher.

The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. _____ after failing multiple times to achieve something 2. _____ for his people. In a moment of 3. _____, he observed a spider trying to reach its web high above. The spider 4. _____ every time it fell after getting close to its goal. It made nine 5. _____ and finally succeeded. The king said that the spider had 6. _____ and so would he. Inspired by the spider's determination, King Bruce decided to 7. _____. When he 8. _____ this time, he ultimately succeeded.

Answer: The poem, written in a narrative style, tells the story of King Bruce of Scotland, who was feeling 1. low after failing multiple times to achieve something 2. great for his people. In a moment of 3. despair he observed a spider trying to reach its web high above. The spider 4. mounted every time it fell after getting close to its goal. It made nine 5. attempts and finally succeeded. The king said that the spider had 6. conquered and so would he. Inspired by the spider's determination, King Bruce decided to 7. strive. When he 8. tried this time, he ultimately succeeded.

II. Complete the following sentences suitably.

1. We can say that the poet uses the narrative style because _____.

Answer: We can say that the poet uses a narrative style because the poem tells a story about King Bruce and the spider, describing the events in a clear and sequential manner.

2. The central idea of the poem is _____.

Answer: The central idea of the poem is perseverance and determination—the message that we should never give up, even after repeated failures. This is shown through the spider's continuous efforts to rebuild its web and King Bruce's realisation that success comes to those who keep trying.

III. Pick three examples from the poem for each of the following:

Question 1. lines that describe the spider's efforts

Answer: Following are three lines from the poem that describe the spider's efforts:

(a) "It soon began to cling and crawl,
Straight up with strong endeavour."

— This shows the spider's determination to climb with full effort.

(b) "Again it fell and swung below,
But again it quickly mounted."

— This highlights how the spider kept trying again, even after falling.

(c) “Steadily, steadily, inch by inch,
Higher and higher.”

— This describes the spider’s slow but persistent progress toward its web.

Question 2. Alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

Answer: Examples of Alliteration from the Poem

(a) “Fast, now slow”

— Alliteration occurs through the repeated ‘s’ sound in slow (the pair also creates contrast, but only “slow” shows alliteration). A better example from the poem would show repeated consonants clearly.

(b) “Bravo, bravo!”

— This is a clear example of alliteration because of the repeated ‘b’ sound.

(c) “Foolish thing will strive”

— Alliteration appears in the repeated ‘f’ sound in foolish and f in “foolish thing.” There is also the repeated ‘s’ sound in strive.

**IV. Why does the poet repeat the following words or phrases in the poem?
tried and tried; steadily, steadily; up, up.**

Answer: The poet repeats the words and phrases “tried and tried,” “steadily, steadily,” and “up, up” to emphasise persistence, determination, and continuous effort. This repetition strengthens the message of the poem and highlights the importance of never giving up, even after repeated failures.

V. Fill in the blanks by choosing the correct answer from within the brackets.

1. The rhyme scheme of the poem is _____. (AABB/ABBA/ABAB)

2. ‘Bravo’ is an example of _____. (conjunction/interjection/adjective)

3. The poet uses ‘twas and ‘tis for the sake of _____.
(rhythm/rhyme/contraction)

Answer:

1. The rhyme scheme of the poem is AABB. (AABB / ABBA/ ABAB)

2. ‘Bravo’ is an example of interjection. (conjunction/interjection/ adjective)

3. The poet uses ‘twas and ‘tis for the sake of contraction, (rhythm / rhyme / contraction)