

TRY AGAIN

Let us do these activities before we read.

I Who inspires you to do your best?

II Work in pairs, identify what you see in the pictures given below. What can we learn from them? Share your answers with your classmates and the teacher.



1.



2.



3.



4.



5.



6.



Let us read

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch, and wore a crown,
But his heart was beginning to sink.


For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed
And so he became quite sad.

He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.

Now just at that moment a spider dropped,
With its silken, filmy clue;
And the King, in the midst of his thinking, stopped
To see what the spider would do.

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine;
That how it would get to its cobweb home,
King Bruce could not divine.



A large, intricate spider web is shown against a light, textured background. A small, brown spider is positioned near the bottom of the web, hanging from a strand. The web is composed of many concentric circles and radial lines, creating a complex pattern.

It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slippery sprawl,
As near to the ground as ever.

Up, up it ran, not a second to stay,
To utter the least complaint;
Till it fell still lower, and there it lay,
A little dizzy and faint.

Its head grew steady — again it went,
And travelled a half-yard higher;
‘Twas a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell and swung below,
But again it quickly mounted;
Till up and down, now fast, now slow,
Nine brave attempts were counted.

“Sure,” cried the King, “that foolish thing
Will strive no more to climb;
When it toils so hard to reach and cling,
And tumbles every time.”

But up the insect went once more,
Ah me! ‘tis an anxious minute;
He’s only a foot from his cobweb door,
Oh say, will he lose or win it?

Steadily, steadily, inch by inch,
Higher and higher he got;
And a bold little run at the very last pinch
Put him into his native cot.

“Bravo, bravo!” the King cried out,
“All honour to those who try;
The spider up there, defied despair;
He conquered, and why shouldn’t I?”

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail.

ELIZA COOK



Let us discuss

- 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. An example has been given.

tried	mounted	despair	attempts	great
conquered	low	strive		

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.

- II Complete the following sentences suitably.

1. We can say that the poet uses the narrative style because _____.
2. The central idea of the poem is _____.

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

1. lines that describe the spider's efforts
2. alliteration (the repetition of the same consonant sounds at the beginning of closely connected words)

- IV Why does the poet repeat the following words or phrases in the poem?

tried and tried; steadily, steadily; up, up

- 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)



VI The spider's climbing is compared to King Bruce's own struggles. Just as the spider repeatedly attempts to reach its web, Bruce is trying to achieve a great deed for his people. This poetic device is called **metaphor**. It strengthens the poem's message about perseverance—keep trying till we succeed.

A **metaphor** is a figure of speech that involves an implied comparison between two unlike things without using 'like', 'as', or 'as...as'. It suggests that one thing is another, highlighting similarities between them to add deeper meaning or understanding.

1. Read the following sentences and identify metaphors and similes. Write **M** for metaphor and **S** for simile.

(i) He ran as fast as a cheetah.

(ii) The world is a stage.

(iii) The night was as dark as coal.

(iv) He sang like an angel.

(v) Her voice was music to his ears.

(vi) The classroom was a zoo.

(vii) The baby slept like a log.

(viii) Her smile was as bright as the sun.

(ix) The lake was a mirror, reflecting the sky.

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2. Read the following sentences and transform the similes to metaphors and metaphors to similes. Two examples have been given.

(i) Knowledge spreads like the branches of a mighty tree.

Knowledge is a spreading branch of a mighty tree.

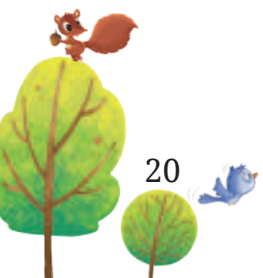
(ii) His courage was a beacon, guiding us through the storm.

• *His courage was as bright as a beacon guiding us through the storm.*

• *His courage was like a beacon guiding us through the storm.*

(iii) The book was a treasure chest, filled with endless adventures.

(iv) Her laughter was a melody that brightened the darkest days.



- (v) The mountain stood as a guard, watching over the valley below.
- (vi) The night was like a velvet cloak, wrapping the world in mystery.
- (vii) Her thoughts were like butterflies in a summer meadow.



Let us think and reflect

I Read the extracts given below and answer the questions that follow.

1. *He flung himself down in low despair,
As grieved as man could be;
And after a while he pondered there,
"I'll give it all up," said he.*



*Now just at that moment a spider dropped,
With its silken, filmy clue;*

- (i) Select the phrase which shows the physical expression of the King's emotional state.
- (ii) Why does the poet use the word 'low' before despair?
- (iii) Choose the correct option to complete the sentence.

In the line, 'And after a while he pondered there', the word 'pondered' means _____.

- A. paused B. thought C. noticed D. rested

- (iv) Choose the correct option from the words given in the brackets.

The phrase 'silken filmy clue' creates an image of something that is _____ (long and light/very delicate and soft).

2. *"...when it toils so hard to reach and cling, And tumbles every time."*

*But up the insect went once more,
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door,
Oh say, will he lose or win it?*



- (i) Choose the correct option to complete the analogy.

toil: hard:: _____ : _____

- A. roll: tumble B. tumble: circle
C. compress: roll D. jump: tumble



(ii) List any two characteristics of the spider highlighted in the line, 'But up the insect went once more'.

(iii) Choose the correct option to complete the sentence.

The expression 'Ah me!' in the extract indicates a sense of _____.

- | | |
|--------------|---------------|
| A. happiness | B. stress |
| C. relief | D. loneliness |

(iv) Complete the sentence with an appropriate reason.

Readers are able to relate to this extract because _____.

II Answer the following questions.

- How does the first stanza help in setting the mood of the poem?
- Describe how King Bruce's attitude changes from the beginning towards the end of the poem.
- The poet describes every action of the spider in great detail. What does this tell us about his attitude towards the spider?
- How does the spider inspire us to overcome despair and not give up?
- The poem teaches us that failures are stepping stones to success. Explain.
- The spider's journey tells us that anyone can be a source of inspiration in our lives. Elaborate.



Let us learn

I Write the opposites of the following words taken from the poem.

- up x _____
- fast x _____
- glad x _____
- win x _____
- succeed x _____



II Choose the correct meaning of the underlined words in the following sentences from the box given below. Frame sentences of your own for these words.

1. work very hard and/or for a long time
2. prepared themselves for something difficult
3. an attempt to do something new or difficult
4. to try very hard to achieve something

- (i) Please make every endeavour to arrive on time.
- (ii) Ants toil tirelessly to save food for rainy season.
- (iii) We encourage all students to strive to do their best.
- (iv) The sailors braced themselves against the strong wind.

III The poem uses words that show distance.

For example:

a long way up, inch by inch, higher and higher, half-yard higher

Classify the words or phrases in the box given below based on the distance (far or near) and write in the space provided. You may take the help of a dictionary.

proximity	middle of nowhere	vicinity	adjacent
remoteness	yonder	afar	a stone's throw
light year	hairline	farther	

Far

Near

IV Read the following line from the poem.

'Twas a delicate thread it had to tread,

Now repeat the lines five to six times. Are you able to say it clearly?
Create more tongue twisters of your own.



Let us listen

I You will listen to a story about an ant. Read the questions given below and **before you listen**, guess the answers to these questions. (Transcript for the teacher on pg. 40)

1. What was the ant known for?
(i) determination (ii) strength (iii) wisdom
2. Why was the ant unable to take the *roti* home?
(i) It was stuck under a rock.
(ii) It was too heavy to carry.
(iii) It was pulled by other ants.
3. What was the bird doing?
(i) playing with the ant
(ii) searching for food
(iii) picking up leaves
4. How did the bird make the ant feel?
(i) proud (ii) inspired (iii) relaxed
5. How did the fellow ants help?
(i) by advising the ant continuously
(ii) by standing still near the ant
(iii) by joining the ant in her efforts

II Now, listen to the story once again and as you listen, check whether your answers are correct.





Let us speak

Narrate a personal experience about a time when you were motivated by someone or something to carry on and never give up. Your perseverance helped you.

Use the following sentence prompts as a guide for your narration. Use as per your topic.

1. Introduction:

- I remember a time when I felt like giving up. It was when...
- There was a moment in my life when I faced a big challenge. It happened when...

2. Describe the challenge:

- The challenge I faced was...
- I was struggling with...
- The problem seemed too big because...

3. Feeling disheartened:

- At first, I felt discouraged and thought about giving up because...
- I didn't think I could succeed because...
- I felt upset and wanted to leave because...

4. The source of motivation:

- But then, I saw/heard/read about...
- Someone/something inspired me to keep going. It was...
- I remembered the poem... do not quit...

5. Taking action:

- After feeling inspired, I decided to...
- I gathered my strength and...
- With a new sense of willpower, I...
- I asked for help from...

6. The result:

- In the end, I was able to...
- Thanks to standing firm and never giving up, I achieved...
- I felt proud because...
- It was worth it because...

7. Reflection:

- This experience taught me that...
- I learned that perseverance is the key to success...
- Now, I always remember to...
- The lesson I learnt from this is...





Let us write

King Bruce was inspired by the spider that kept on trying till it was successful. Think about the steps you can take to overcome a difficult situation and write them down.

Now, write a letter to your cousin on how you plan to overcome any difficult situation. Also, advise **not to quit** and persevere.

Remember to use transition words like 'To begin with...', 'Next...', 'After that...', 'Then...', 'Finally...', to share the steps of your plan.

You may begin this way:

20, Rajendra Nagar
Jeevanpur
23 August 20XX
Dear Monika,
Thank you for your letter asking me about...

You may end this way:

Yours affectionately,
Deepa



Let us explore

- I Collect folk songs in your own language that connect us with nature and compile them as a class project.
- II Did you know that spiders are not insects? They belong to a group called the arachnids. Observe a spider and an ant from a distance and note down the differences between them. Share your observations with your classmates. Ask your Science teacher for more information to know about spiders better.
- III Let us learn how to weave a spider web.
 1. Take three sticks (each about eight inches long) and a roll of old wool.
 2. Tie the sticks together in the centre with the wool (Fig. 1).
 3. Start weaving the web by putting a loop around every stick (Figs. 2 and 3).

4. Complete the web and tie the thread in a knot on the stick where the web is complete (Fig. 4).

Now, decorate it with words and phrases you learnt about the spider in the poem or anything else that you like.

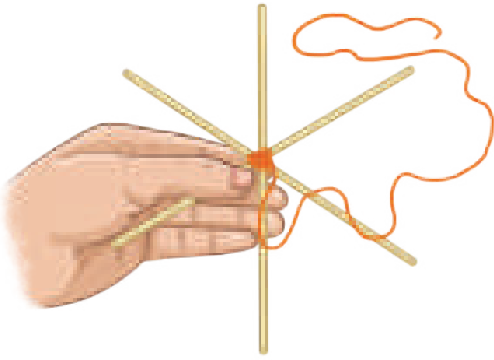


Fig. 1



Fig. 2

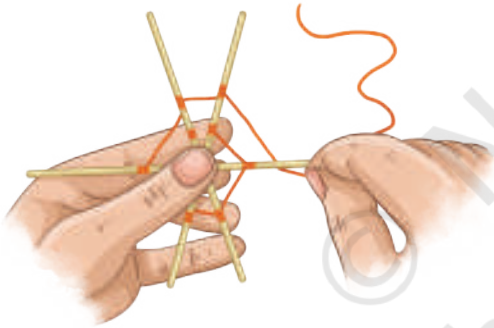


Fig. 3

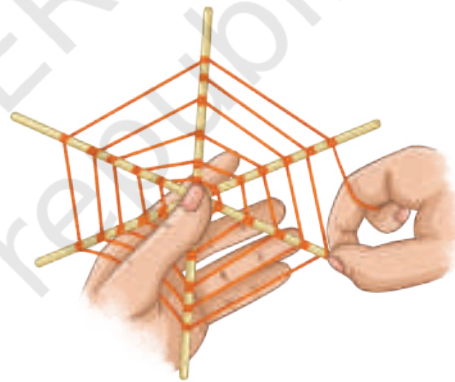


Fig. 4

