

Activity 2: Chase Your Dreams

'It's the possibility of having a dream come true that makes life interesting.'

Paulo Coelho

◆ **Skim read** the text below.

- Identify: ●● the title
●● the author
- Comment on the text's structure.
- Describe what you think the text will be about.
- Identify this type of text.

Listen to the text first.

What effect does it have on you?

Now read it yourself.

How do you feel after reading it?

**Go After Your Dreams**

You're good but you're going to be great. You're the best but you're going to get better.

Sometimes the paths we take are long and hard but remember - those paths are the ones that lead to the most beautiful views.

Challenges come along inevitably. How you respond to them determines who you are deep down inside and everything you're going to be. Increase the chances of reaching your goals by working at them gradually. The very best you can do is all that is asked of you.

It's time to realise that you are capable of working miracles of your own making. Remember that opportunities have a reason for knocking on your door and the right ones are there for the taking.

You don't always have to win but you do need to know what it takes to be a winner. It's up to you to find the key that unlocks the door to a more fulfilling life. Understand that increased difficulty brings you nearer to the truth of how to survive it and get beyond it.

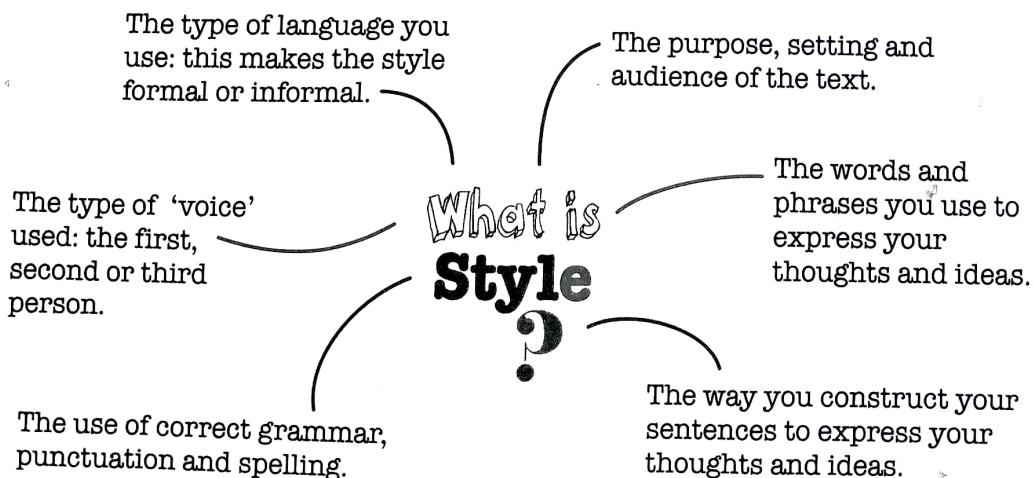
Cross your bridges. Meet your challenges. Reach out for your dreams and bring them closer and closer to your heart. Get rid of the 'if onlys' and get on with whatever you need to do to get things right. Go after what you want in life, with the blessings of all the people who care about you.

And find out what making your dreams come true really feels like.

Adapted from a text by Collin McCarty

(245 words)

- ◆ A. Look closely at the **way** the writer has written his ideas.
1. Are the sentences used long or short, or both?
Why is this an effective technique to use here?
 2. Look at the first two sentences. Refer to **#jog your memory** on page 22.
 - a) What is common to both of them?
 - b) What is the purpose of the **conjunction**?
 - c) Find other examples of this type of sentence structure in the text.
 - d) Write these sentences by changing the conjunction to **because**:
 I am good because
 I am the best because
 3.
 - a) Identify the two sentences that are joined by the conjunction **'and'**.
 - b) Try and finish off the text by adding to the last sentence using the conjunction **'and'**.
 Find out what making your dreams come true really feels like and
 4. Read the second-to-last paragraph out loud. Refer to **#jog your memory** on page 48.
 - a) What do you notice about these sentences?
 - b) What do we call this type of sentence?
 - c) What effect does this type of sentence have on the reader? Why?
 5. Use the same technique that the writer has used in the 6th paragraph to rewrite the sentences in the 5th paragraph.
 6. Read the last sentence out loud.
 - a) What is unusual about this sentence?
 - b) Why is it effective in this context?
 7. The use of **contractions** affects the **style** of writing. This text begins with a contraction. Refer to **#jog your memory** on page 10.
 - a) Find all the other contractions used in the text.
 - b) Explain the effectiveness of the contractions in the text.
- The way something is written refers to its **style**.





◆ B. Look closely at the **words** the writer has chosen to express his ideas.

1. **Paragraph 1:**

The writer had used **degrees of comparison**.
Find the three words.

2. **Paragraph 2:**

Find and explain the **metaphor** used by the writer. Refer to **#jog your memory** on page 10.

3. **Paragraph 3:**

Identify and explain the meaning of the two **adverbs** used in the context of this text.

4. **Paragraph 4:**

The writer uses two **expressions** here.

a) What does 'to work miracles' mean?

b) Can you find the other expression? What does it mean?
Why is it a good example of **personification**?

5. **Paragraph 5:**

Identify and explain the meaning of the **cliché** used in the context of this text.

6. **Paragraph 6:**

Identify the **idiom** which means *face and solve your problems*.
Refer to **#jog your memory** on page 45.

7. **Paragraph 7:**

What does the writer mean when he says 'make your dreams come true'?



**#jog your memory#adjectives#degrees of comparison#adverbs#
personification#clichés#instructions**

Adjectives describe nouns and pronouns. They 'colour' sentences.

Example: The **clever** cartoon.

Degrees of Comparison **compare** nouns - between **two** or **more than two things**.

Example: long **longer** than **longest**

Adverbs tell us more about verbs - how, how often, where or when something happens, has happened or will happen, depending on the verb tense.
Many are identifiable because they have the suffix **'-ly'**.

Example: ● She was **also** interested.

● He looked **carefully**.

Personification ('making like a person') gives **human qualities** to things. It is a figure of speech - an indirect comparison (like a metaphor) where a thing is likened to the actions and qualities of a person.

Example: The mist **crept** down the mountain.

Clichés are common expressions or idioms that are overused. Cliché is a French word that literally means stereotype.

Examples: ● Face red as a tomato.

● Spill the beans.

Instructions - This type of sentence begins with the **verb** - it orders the reader to take a specific action.

Example: **Turn** the page.