

Camila

Camila immigrated with her family to the U.S. from Buenos Aires, Argentina, in 2001.

I was brought to the U.S. at seven years old by my immigrant parents. I've now lived in America for 17 years. Being an illegal immigrant means living in fear of deportation; there is no promise of security. My 19-year-old brother was deported when I was 17, and my family has never been the same since. It's been seven years now that I haven't seen him and don't know if I ever will.

In 2012, I was given the opportunity to come out of the shadows as an illegal immigrant and become a "Dreamer" (under **Deferred Action for Childhood Arrivals**, a.k.a. DACA). Despite the displacement of my brother, I gained the peace of mind knowing that, for four years, I would be protected from deportation. DACA has given me the opportunity to work and go to school. I paid for my bachelor's degree out of my own pocket (no student loans, no government assistance). I can't tell you how disheartening it is to feel like the President doesn't support the Dreamers.

My family and I have made so many sacrifices to be here in the U.S.; I deserve an opportunity to demonstrate that I can be an American citizen. I am a first-generation college graduate, currently excelling in my corporate position. I am not a criminal — I've never even had a traffic violation. I go through background checks, I pay my taxes and all other fees required as a DACA recipient.

Despite all my efforts to my community and to this country, the President doesn't believe that I am up to par to be a law-abiding citizen. The U.S. is the only home I have ever known, and no DACA means losing everything I have ever worked toward.

Your tasks:

1. Summarize Camila's experiences of immigrational matters in the U.S. in not more than 80-100 words.
2. Define according to Trump's immigration policy (see lessons of last week!) which consequences she has to fear. Note down key words.
3. Define the type of narrator in the given text and explain how this perspective effects you as the reader. Consider the questions on the theory paper of last week, attached to the mail.



When an author writes a text, he or she follows a clear goal of how he or she wants to describe what happens in the story. The author decides on a certain¹ **narrative perspective** and a **narrator** to achieve an intended **effect on the reader**. When you are asked to analyse the narrative technique and perspective of a text your task is to analyse the connection between the text's content², the text's narrative perspective and the effect on the reader.

There are questions that you need to consider³ when you analyse a text's narrative perspective:

- *What type of narrator (first-person narrator, third-person limited narrator, omniscient⁴ narrator) tells the story?*
- *Which attitude⁵ does the narrator have towards the characters/a certain character?*
- *How does this attitude influence the reader's perception⁶ of the characters/this character?*
- *Does the narrator take part in the story or does he observe⁷ the events from the outside?*
- *How close is the narrator to the events? Does he know about all events or only about parts of them?*
- *Does the narrator have insight into the thoughts and feelings of one specific character or all characters?*
- *Does the narrator adopt⁸ the perspective of a certain character? Does he switch between the perspectives of different characters?*



There are several effects the author plans to achieve with his/her decision for a narrative technique:

- to create **distance** or **closeness** to the text's characters and events
- to create **suspense⁹** or **boredom¹⁰**
- to provide a **lack of information**, to provide a **good amount of information**, to overwhelm with **too many details**
- to involve the **reader's emotions** or to create a **distance to the reader**
- to create an **understanding** or **misunderstanding** of the text's characters and events



¹ bestimmt

² Inhalt

³ betrachten

⁴ allwissend

⁵ Einstellung

⁶ Wahrnehmung

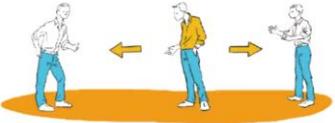
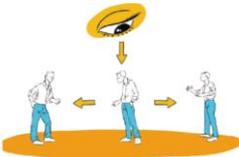
⁷ beobachten

⁸ annehmen

⁹ Spannung

¹⁰ Langeweile

In general, there are three types of narrators an author can use to tell a story:

First-person narrator 	Third-person limited narrator 	Omniscient narrator 
<p>This narrator brings the reader close to the feelings and thoughts of a particular character in the story because the narrator is identical with this character. You get to know only what this character knows. Often, the first-person narrator is identical with the protagonist. This narrator is used to increase the reader's empathy and understanding with the narrator. However, the amount of information the reader gets is limited and therefore highly subjective.</p>	<p>This type of narrator tells the story from the outside, but only knows the feelings and opinions of one particular character in the story. The narrator is not identical with this character. This narrator is used to identify with the protagonist and to be right in the text's action. The distance between the narrator and the story is higher than the first-person narrator.</p>	<p>This narrator tells the story from the outside but knows about the characters' thoughts and feelings as well as the background of the story. Sometimes the narrator also comments on the characters' behaviour, the story or the writing itself. The distance between the narrator and the story is great and therefore the information the reader gets to know are highly objective.</p>

Possible tasks for a written exam:

Define the type of narrator in the given text and explain how this perspective effects the reader.

Analyse the attitude of the narrator in the given text. How is this attitude created and how does it influence the reader's perception of the character?

Examine the narrative technique used by the author to arouse the reader's attention and explain the effect on the reader.



Sources:

<https://www.lehrerfreund.de/schule/1s/erzaehlperspektiven-tafelbild-arbeitsblatt/4185>

<https://www.abiweb.de/englisch-methoden/analyse-schreiben-aufbau-beispiele/analyse-fiktionale-texte-fictional-texts/narrative-texte-analyse-novel-short-story-fable.html>

English book: Green Line Transition. Page: 158/159

a) Bilde die Frage nach dem unterstrichenen Satzglied.

1. Tim writes a letter to his friend in Brazil.

.....

2. The police arrested the burglar last night.

.....

3. Mr. Silver will buy a new bike at the trade fair next month.

.....

4. The big shop sells very nice clothes.

.....

5. Sandra left the party at 9 o'clock because she was tired.

.....

6. The new nurse lost her keys in the park.

.....

7. They enjoyed their last holiday in Spain.

.....

8. The theatre is going to close next year.

.....

9. My parents want to buy the old house.

.....

10. The postman will go to bed early because he is very tired.

.....

11. The children were playing cards in the garden yesterday afternoon.

.....

12. Aunt Sally has never been in London.

.....

.....



"Are you sure this is all you can remember seeing after you were attacked?"

b) Stelle die Frage nach dem Subjekt.

1. My dad started his new job last week.

2. Our neighbour reads the newspaper every morning.

3. That cloud looks like a monkey.

4. Paul wrote an exciting detective story.

5. This song sounds beautiful.

6. That meal was fantastic.

7. The doctor works 65 hours a week.

8. My dog has bitten the burglar.

9. The old lady always wears huge hats.

10. The beautiful tree is over 120 years old.

c) Bilde mit den gegebenen Wörtern Fragen ohne Fragewort in jeweils vier unterschiedlichen Zeiten in folgender Reihenfolge: Simple Present, Simple Past, Present Perfect und Future I/„Will“ Future.

1. grandma/write/postcards/in Spain

2. Linda/have/wonderful/holiday

3. house/have/a lot of windows

4. Paul/visit/his friend

5. my parents/go/to Paris

6. Mike/never/feel/ill

7. our cat/catch/mice

8. Uncle Sam/buy/fast cars

9. my sister/live/in America

10. Lisa/paint/picture/with her little brother

11. Our neighbour/sell/his TV

12. Thomas/celebrate/his birthday

d) Bilde mit den gegebenen Wörtern Fragen ohne Fragewort in jeweils drei unterschiedlichen Zeiten in folgender Reihenfolge: Present Progressive, Past Progressive und „Going to“ Future.

1. I/draw/picture

2. my mother/cook/dinner for the family

3. my teacher/tell/us/about German history

4. Robert and Alexander/play/football/in the park

5. Olivia/go for a walk/my dog

6. Monica/clean/the living room

7. my daughter/write/letter

8. my neighbours/have/barbecue/in the garden

9. the child/paint/beautiful picture

e) Stell dir vor, du hättest die Möglichkeit, deine Lieblingsband zu treffen.

Notiere 10 Fragen, die du stellen willst, um darüber in der Schülerzeitung zu berichten!



f) Sieh dir das Bild an. Notiere 6 Fragen, die du den Personen auf diesem Bild stellen würdest.



a) Setze in die Lücken „some“ oder „any“ ein.

1. You and your sister should do sport once a week.
2. I can't help you with of those questions.
3. Susan loves to listen to good songs before she goes to bed.
4. Did you paint of these pictures last week?
5. My sister bought nice clothes.
6. Fred hasn't got fantastic ideas about what he could do at the weekend.
7. Robert always eats sandwiches at school.
8. I took nice photos at the party.
9. Mary went to the swimming pool with friends.
10. Does Peter have brothers or sisters?
11. Dad doesn't want presents for his birthday.
12. I had to write letters yesterday.
13. Would you like cake?
14. Mrs. Davis shouldn't eat sweets.

b) Setze das passende Wort in die Lücken ein: something, anything, somebody, anybody, someone, anyone, somewhere oder anywhere

1. Mike cooked for you.
2. Do you know who worked with him?
3. My grandma doesn't believe that Mr. Pete tells her.
4. I didn't talk to at the party.
5. My teacher says that has to clean the tables.
6. Peter always eats in the same restaurant. He never goes else.
7. Pedro didn't listen to who told him that it is better to stay.
8. Yesterday I did I never did before.
9. Would you like to eat?
10. My mum and my dad don't know who lives there.
11. The teacher didn't say about the test results.
12. Is there else which needs to be repaired?

c) Übersetze folgende Sätze.

1. Da ruft jemand an. Wer kann das sein?

.....

2. Hast du einige neue Informationen für mich?

.....

3. Ist jemand zu Hause?

.....

4. Ich bin hungrig. Kann ich etwas zu essen haben?

.....

5. Wir haben kein Brot mehr übrig.

.....

6. Susan war meine Freundin. Jetzt mag ich sie nicht mehr.

.....

7. Stephanie wohnt irgendwo in Düsseldorf.

.....

8. Hast du Brüder oder Schwestern?

.....

9. Ich werde dich irgendwann treffen.

.....

10. Eines Tages fahre ich nach München.

.....



"Let's do something *different* today."