

The goal of the summer assignment is for you to prepare and complete your first comprehensive reading and analysis of an IB English 11 HL Part 4 Work: *Like Water for Chocolate* by Laura Esquivel.

**Your Tasks:**

1. CLOSELY READ the text & ANNOTATE for analysis and inquiry. (See handout on How to Annotate)
2. PREPARE THREE DIFFERENT SECTIONS OF TEXT and analyze the following:  
**Re-type 15 consecutive lines of text, or more, exactly as it appears in book.** Annotate to help you. For the 1<sup>st</sup> selection: analyze **DICTION** ONLY. For the 2<sup>nd</sup> selection: analyze the **IMAGERY** ONLY. Finally, for the 3<sup>rd</sup> and last selection: analyze **SYNTAX** OR THE STRUCTURE, ONLY.
  - **DICTION:** Focus on word choice & identify the kind of language at work: is it violent; grotesque; sensual; romantic; tense; spiritual; (or other) and explain. How does it affect the reader?
  - **IMAGERY:** Focus on the five senses & determine which one(s) are being appealed to by Esquivel. Does she employ sound imagery? Sight imagery? Comment on the kind of imagery at work and how it impacts the overall passage & reader.
  - **SYNTAX:** Focus on the Esquivel's approach to *structure* here. Does Esquivel use extensive dashes; hyphens; commas; exclamation points or question marks? If so, why? Is there a lack of punctuation? Why? How does it impact the flow?
    - **Include page numbers for all THREE SECTIONS used in this activity.**
3. CREATE A CHAPTER TALK by using only **ONE SLIDE**: Either Power Point or Google:  
A chapter talk requires you to focus on **ONE OF THE MONTHLY INSTALLMENTS** to show an understanding of:
  - A brief review of the plot of your chosen chapter & **EXPLAIN** how it fits into the novel as a whole;
  - An image that you either create or choose (art; pictures; photography) & **APPLY** it to represent the overall message from that particular chapter;
  - A brief commentary on the author's overall purpose (does this chapter further the plot mostly?... does it develop a character; shift in tone; change setting(s); explore internal/external conflicts?)
4. CHOOSE A SELECTION OF CONSECUTIVE TEXT OF **20-30 lines**. **Re-type the passage** into a usable document on which you will annotate/question/identify as many of the following aspects as you can:
  - thematic focus / characterization / techniques and style / motif or symbol
  - author's attitude to particular elements of the works such as character(s) or subject matter / interpretation of particular elements from different perspectives
  - cultural setting of the work and related issue

**\*\*This re-typed passage will turn into your first IOP for IB in September. We will discuss at length what an IOP is; how to prepare for your presentation; and, watch IOP work completed by former students. Watching former IB student IOPs allows us to discuss the process & grading rubric.**
5. PREPARE AN ORAL PRESENTATION (**Individual Oral Presentation - IOP**) on your analysis of the same text from #4. Your presentation will address specific aspects of literature used by Esquivel. Consider: tone; structure; imagery; conflict; setting; dialogue; setting; symbol; and, any cultural aspects that might be relevant or applicable.

IOP RUBRIC IMAGE BELOW ~ 30 Point Grading Rubric used for ALL IOP Work

Using the **Individual Oral Presentation Rubric – HL**, students’ oral presentations are graded according to their Knowledge and Understanding of the work; Presentation; Language. (See handout on Individual Oral Presentation Rubric – HL) Students will complete an IOP for each work studied in Part 4 of the course. Students will view samples of IB IOPs conducted by former students to engage in conversation about what works well & how to approach the entire presentation process. Modelling is effective, worthwhile, and useful for all.

Individual Oral Presentation Rubric – HL (first examinations 2013)		2017-2018				
	0	1-2	3-4	5-6	7-8	9-10
<b>Criterion A: Knowledge and understanding of the work(s)</b> • How much knowledge and understanding does the student show of the work(s) used in the presentation?	does not reach standard	There is little knowledge or understanding of the content of the work(s) presented.	There is some knowledge and superficial understanding of the content of the work(s) presented.	There is adequate knowledge and understanding of the content and some of the implications of the work(s) presented.	There is very good knowledge and understanding of the content and most of the implications of the work(s) presented.	There is excellent knowledge and understanding of the content and the implications of the work(s) presented.
<b>Criterion B: Presentation</b> • How much attention has been given to making the delivery effective and appropriate to the presentation? • To what extent are strategies used to interest the audience (for example, audibility, eye contact, gesture, effective use of supporting material)?	does not reach standard	Delivery of the presentation is seldom appropriate, with little attempt to interest the audience.	Delivery of the presentation is sometimes appropriate, with some attempt to interest the audience.	Delivery of the presentation is appropriate, with a clear intention to interest the audience.	Delivery of the presentation is effective, with suitable strategies used to interest the audience.	Delivery of the presentation is highly effective, with purposeful strategies used to interest the audience.
<b>Criterion C: Language</b> • How clear and appropriate is the language? • How well is the register and style suited to the choice of presentation? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the presentation.)	does not reach standard	The language is rarely appropriate, with a very limited attempt to suit register and style to the choice of presentation.	The language is sometimes appropriate, with some attempt to suit register and style to the choice of presentation.	The language is mostly clear and appropriate, with some attention paid to register and style that is suited to the choice of presentation.	The language is clear and appropriate, with register and style consistently suited to the choice of presentation.	The language is very clear and entirely appropriate, with register and style consistently effective and suited to the choice of presentation.

*Text Title:* \_\_\_\_\_ & *Date:* \_\_\_\_\_

Upon your return in September, all work will be submitted to [www.turnitin.com](http://www.turnitin.com). This is a website that checks the originality of all work. Make sure you have an electronic copy of all written material. Always SAVE your work as you type and be sure to SAVE all work.

**All work must be completed & submitted by Tuesday, September 12<sup>th</sup>, 2017.**

**All assignments are mandatory. Late assignments are penalized.**

**IOPs – Individual Oral Presentations will begin after the first week of school.**

Enjoy the reading. Hard work is mandatory for this rigorous course of study, but worth it!

If you have any questions over the summer, please contact me! [B.Krollage@wi.k12.ny.us](mailto:B.Krollage@wi.k12.ny.us).