

OALCF Task Cover Sheet

Task Title: Comprehend and Summarize an Article

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes ___ No ___	
Goal Path: Employment___ Apprenticeship___ Secondary School ✓ Post Secondary___ Independence ✓	
Task Description: Read and understand the meaning of an article and write a summary.	
Competency: A: Find and Use Information B: Communicate Ideas and Information	Task Group(s): A1: Read continuous text B2: Write continuous text
Level Indicators: A1.2: Read texts to locate and connect ideas and information B2.1: Write brief texts to convey simple ideas and factual information B2.2: Write texts to explain and describe information and ideas B2.3: Write longer texts to present information, ideas and opinions	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none">• Attached article The Value of Home-Cooking• Dictionary• Pen and Paper	
Instructor Notes – If the learner uses a dictionary for all words in Task 1 it will lower the task to an A1.1	

Task Title: Comprehend and Summarize an Article

Learner Information and Tasks

This task set will help you understand how to:

- use different words with the same meaning
- state the main ideas of articles
- summarize or paraphrase different articles

Read the article, "**The Value of Home-Cooking**," and complete the following tasks.

1. Write a definition for each of the underlined words in the article. You may use a dictionary, if needed.
2. Write a synonym for each of the following words:

survive	valuable
obvious	benefit
casual	contribute
humiliating	reducing
3. In your own words, write the main idea of this article.
4. Why is cooking "becoming a lost skill?"
5. List the reasons why home-cooking is beneficial.
6. Paraphrase means the same as summarize. Write a paraphrase of the article.

The Value of Home-Cooking

With the modern busy lifestyle, people seek to save time in meal preparation. They often eat out, whether at fast-food places or upscale restaurants. They buy prepared foods from the deli counter or the supermarket or frozen meals that just have to be warmed up in the microwave. As a result, cooking is becoming a lost skill. While it is possible to survive without knowing one end of a chef's knife to the other, being able to prepare a home-cooked meal is a valuable skill.

The most obvious benefit of home-cooking is the ability to control the quality of the food. Processed foods contain high amounts of sugar, salt, and additives, while fast food is high in fat. Cooks choose their own raw ingredients and control the seasonings. They can ensure the quality of the ingredients and make the dishes to their taste. This is especially important for people with allergies or restricted diets. An added benefit is the lowered cost. Cooks provide their own labour and can thus spend more on superior ingredients. The same quality of food would not be found outside of expensive restaurants.

Cooking is also a valuable social skill. Hosting a dinner party is a time-honoured method of entertaining guests. Even for casual get-togethers, it is gratifying to be able to serve food that is homemade. In the dating game, moreover, cooking is useful. It is said that the way to a man's heart is through his stomach, but women are also attracted to men who are handy in the kitchen. Parents may also expect their adult children to cook well enough to contribute to holiday dinners and to carry on their family traditions. For immigrant families, preparing ethnic foods is a way to keep their culture alive.

Cooking can even make people feel healthier. They can feel personal satisfaction when they produce an edible meal. Self-sufficiency is a goal that people should all aim for. It is humiliating to have to admit that they cannot provide the basic necessities of life for themselves. Working at manual skills can also provide balance in our lives. For example, computer programmers who spend all their hours at a keyboard need to get in touch with natural products. Kneading bread dough can relieve stress and give different muscles a workout, reducing the risk of carpal tunnel syndrome.

These many benefits of cooking show that it is still an important skill despite the proliferation of restaurants. The younger generations should not let themselves be seduced by the amount of prepared food on the market and should carry on their family cooking skills. Parents should ensure that their sons and daughters learn to cook while they are living at home.

[454 words]

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> scans text to locate information 			
	<ul style="list-style-type: none"> locates multiple pieces of information in simple texts 			
	<ul style="list-style-type: none"> makes low-level inferences 			
	<ul style="list-style-type: none"> makes connections between sentences and between paragraphs in a single text 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative and informational texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
B2.1	<ul style="list-style-type: none"> writes simple texts to request, remind or inform 			
	<ul style="list-style-type: none"> conveys simple ideas and factual information 			
	<ul style="list-style-type: none"> demonstrates a limited understanding of sequence 			
	<ul style="list-style-type: none"> uses sentence structure, upper and lower case and basic punctuation 			
	<ul style="list-style-type: none"> uses highly familiar vocabulary 			
B2.2	<ul style="list-style-type: none"> writes texts to explain and describe 			
	<ul style="list-style-type: none"> conveys intended meaning on familiar topics for a limited range of purposes and audiences 			
	<ul style="list-style-type: none"> begins to sequence writing with some attention to organizing principles (e.g. time, importance) 			
	<ul style="list-style-type: none"> connects ideas using paragraph structure 			
	<ul style="list-style-type: none"> uses limited range of vocabulary and punctuation appropriate to the task 			

	<ul style="list-style-type: none"> • begins to select words and tone appropriate to the task 			
	<ul style="list-style-type: none"> • begins to organize writing to communicate effectively 			
B2.3	<ul style="list-style-type: none"> • writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade 			
	<ul style="list-style-type: none"> • manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> • selects and uses vocabulary, tone and structure appropriate to the task 			
	<ul style="list-style-type: none"> • organizes and sequences writing to communicate effectively 			
	<ul style="list-style-type: none"> • uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

Instructor (print)

Learner Signature