# ACTIVITY 1: INVESTIGATION

## *Look for hints!*

**1a**. Look at the pictures below and then answer the questions based on your own experiences.

1. Have you ever visited a zoo or an aquarium? What animals did you see?
   **Answer**:

2. Can you name some animals that live in a zoo and some that live in an aquarium?
   **Answer**:

3. What activities do visitors usually do when they go to a zoo or aquarium?
   **Answer**:

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# WORD SEARCH

**1b.** Look at the word search table below and find the words **hidden** inside it. Then, read each definition provided under the word search carefully. Write the word that **best fits** each definition in the blank space next to the hints.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| T | S | V | I | S | I | T | G | Z | F | M | X |
| U | L | D | E | C | I | D | E | D | O | R | M |
| S | E | M | I | Z | I | G | Y | A | R | E | I |
| C | A | M | O | S | F | W | O | N | G | N | T |
| A | V | N | G | K | R | I | Q | C | E | T | S |
| F | E | S | H | C | L | G | E | T | T | E | U |
| D | N | D | R | I | V | E | I | N | G | R | K |
| E | G | L | O | N | L | M | O | G | J | G | I |
| H | J | A | Y | A | C | Y | C | O | O | K | G |

Use the word search to help you find the correct spelling. Write the answer in **capslocks**.

- Traveled from one place to another: G_
- Came inside a place: E_T_R
- Preparing food: C__K
- Did not remember something: F__G_T
- See a place or person: V_S_T
- Made a choice: D_C__E
- Go away from a place: L__VE
- Control and move a vehicle: D__VE

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# ACTIVITY 2: THE CASE FILES

Listen to the audio by clicking on the speaker button and pay attention to the words in **bold**.

**A Trip to the National Zoo and Aquarium**

Yesterday, my family and I **went** to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. In the morning, when we got to the Zoo and Aquarium, there was a great big line, so we had to wait awhile to get in.

After we **entered** the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful. At lunchtime Dad **decided** to cook a barbeque. He **cooked** sausages so we could have sausage sandwiches. My Mom **forgot** the tomato sauce so we had to eat them plain. In the afternoon, we **visited** the aquarium. My brother was excited to see the sharks and the tropical fish. At the end of the day when we **left** we were going to go and get ice cream but we decided we were too tired so we **drove** straight home, but of course I was very happy.

*source: https://www.english-academy.id/blog/pengertian-recount-text*

**2a**. Identify the base form (**verb 1**) and match it with the correct simple past form (**verb 2**) you found in the text. Complete the table by writing the pairs correctly. If needed, use your memory or a dictionary to help.

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| Verb 1 | Verb 2 |
|---|---|
| go | |
| | entered |
| | decided |
| cook | |
| forget | |
| | visited |
| leave | |
| | drove |

**2b.** Pay attention to the simple past tense pattern below.

**Subject + Verb 2 (past form) + Object**

Using the prompts provided, create your own sentences that correctly use the simple past tense form of the verbs.

**Example:** He / wait / for the bus / for ten minutes.

*"He **waited** for the bus for ten minutes."*

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a. We / go / to the park / yesterday.

**Answer**:

b. I / enter / the classroom / quietly.

**Answer**:

c. She / decide to help / her friend.

**Answer**:

d. Dad / cook / dinner / last night.

**Answer**:

e. I / forget / my homework / at school.

**Answer**:

f. We / visit / the museum / last weekend.

**Answer**:

g. They / leave / the school / early.

**Answer**:

h. He / drive / his car / to the market.

**Answer**:

**2c.** Create 8 sentences using the verb below.

go enter decide cook
forget visit leave drive

Make sure to follow the **simple past tense pattern**.

Submit your work by posting it on the Padlet board assigned for this activity by **scanning** the QR code.

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Take a look at the text you have read before and pay attention to the words in **bold**.

**A Trip to the National Zoo and Aquarium**

**1) Yesterday**, my family and I went to the National Zoo and Aquarium to visit the new Snow Cubs and the other animals. **2)** In the morning, when we got to the Zoo and Aquarium, there was a great big line, so we had to wait awhile to get in.

**3) After** we entered the zoo, we went straight to the enclosure for the Snow Cubs. **4)** My brother and I were so excited to see them. **5)** They were so cute and playful. **6) At lunchtime** Dad decided to cook a barbeque. **7)** He cooked sausages so we could have sausage sandwiches. **8)** My Mom forgot the tomato sauce so we had to eat them plain. **9) In the afternoon**, we visited the aquarium. **10)** My brother was excited to see the sharks and the tropical fish. **11) At the end of the day** when we left we were going to go and get ice cream but we decided we were too tired so we drove straight home, but of course I was very happy.

*source: https://www.english-academy.id/blog/pengertian-recount-text*

**3a.** When writing a recount text, it is important to use **chronological connectives** to show the order of events clearly. Time sequence helps readers understand when each event happened, making the story easier to follow. Use time words like "***first***," "***then***," "***after that***," and "***finally***" to link the events in the order they occurred. This way, your recount will be organized and the flow of events will be logical and clear.

Look at the table below. Work in pairs and identify the sentence numbers that correspond to each part of the recount text structure: **Introduction** and **Series of Events**. Fill in the table by writing the sentence numbers under the correct headings. Number one has been done for you.

| **Structure** | **Sentences** |
|---|---|
| ***Introduction*** | |
| What place did they go to? | **1** |
| Who went to the place? | ___ |

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| | |
|---|---|
| When did they go there? | --- |
| **Series of Events** | |
| What did they do after they entered the place? | --- |
| What did they do at the lunchtime? | --- |
| What did they do in the afternoon? | --- |
| What did they do in at the end of the day? | --- |

# ACTIVITY 3: JUNIOR DETECTIVE LEAGUE

**3b.**

1. With the same partner, decide on a shared experience or story to recount (e.g., a school trip, a holiday, or a memorable event).
2. Take turns contributing sentences. Start with writing an introduction that includes who, what, where, and when.
3. Together, plan and write the series of events in chronological order, using **chronological connectives** (see Table 1.)
4. Write the entire recount text on **Padlet** by scanning the QR code below.
5. Give comments to other groups and revise your own work if there are any suggestions from your friends.

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**Table 1.**

| Chronological Connectives | Meaning |
|---|---|
| First | Pertama |
| Then/Next | Kemudian |
| After that | Setelah itu |
| Finally | Akhirnya |
| When | Ketika |
| Before | Sebelum |
| While | Sementara |
| At the beginning | Awalnya |

Use the chronological connectives above to create your draft. Submit your work in **Padlet** by scanning the QR code.

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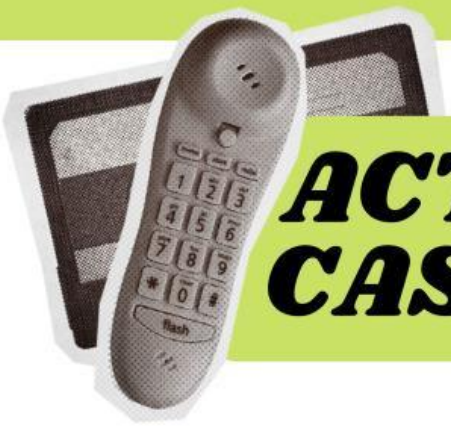

# ACTIVITY 4: CASE CLOSED

**4a. Instructions:**

a. Choose an event or experience you want to recount (e.g., a holiday, family gathering, school event, or a memorable day).

b. Plan your recount by thinking about the key elements:

- **Introduction**: Who was involved? What happened? Where and when did it happen?
- **Series of Events**: Write events in the order they happened, using simple past tense and chronological connectives.
- **Conclusion** (Optional): Add your personal reflection or comment on the event.

c. Write your recount text independently, making sure to use the simple past tense and time sequence words you learned.

d. Revise your text for correct structure, tense, and clarity.

e. Submit your completed recount text in the provided link.

**SUBMISSION LINK**

**REFLECTIONS.** Please read each reflection statement carefully. Put a tick (✓) beside the statements that you experienced during the lesson.

| | | |
|---|---|---|
| **1.** | I enjoyed reflecting on my experience and expressing how I felt about the event. | |
| **2.** | Doing recount writing improves my ability to remember details and describe events clearly. | |
| **3.** | I understand now that recount texts focus on sharing personal or factual past experiences. | |

LIVEWORKSHEETS