



# READING COMPREHENSION WORKSHEET



## DETERMINING THE GENERIC STRUCTURE OF RECOUNT TEXT

FOR GRADE:

# VIII

“**Determining the Generic Structure of Recount Text**” is a supplementary worksheet for Grade 8 students. It aims to support students in developing their understanding of recount texts, particularly in identifying their generic structure, including orientation, series of events, and re-orientation through structured and meaningful activities.

This worksheet consists of reading comprehension exercises based on a recount text, followed by a variety of tasks that encourage students to actively engage with the material. The activities are designed using model Scientific Approach, including Observing, Questioning, Collecting Information, Associating, and Communicating. Through these stages, students are expected not only to understand the text but also to develop critical thinking and analytical skills. Furthermore, this worksheet is aligned with the principles of the Merdeka Curriculum: Deep Learning approach, incorporating elements of Meaningful Learning, Mindful Learning, and Joyful Learning.

The Learning Objectives Achievement Indicators of this worksheet focus on the cognitive domain at the level of Bloom’s Taxonomy C3 (DETERMINING), where students are expected to determine the generic structure (orientation, events, and re-orientation) of recount text based on the given text accurately.

Hopefully this worksheet can be a useful resource for both students and teachers in facilitating engaging English learning.

## ➤➤➤ Learning Objectives

1. Students are able to determine the orientation of a recount text based on the given text accurately.
2. Students are able to determine the series of events in a recount text based on the given text correctly.
3. Students are able to determine the re-orientation of a recount text based on the given text accurately.



# A GUIDE FOR USING WORKSHEET

## 1. Let's Get Started

This section serves as an apperception stage aimed at engaging students and activating their prior knowledge before beginning the lesson. It usually includes stimulating or guiding questions, short prompts, or simple tasks that attract students' attention and encourage them to think about the topic.

## 2. Supporting Material

The Supporting Material section provides essential explanations and background knowledge related to the activities and questions in the worksheet. This material is typically presented through PowerPoint slides allowing teachers to deliver clear and structured explanations before students begin the tasks.

## 3. Word Bank

The Word Bank contains key vocabulary that is relevant to the topic and activities in the worksheet. It supports students in understanding important terms and using appropriate language when completing tasks.

## 4. Activities

The Activities section is designed based on the scientific approach, which includes observing, questioning, collecting information, associating, and communicating.

## 5. Self Reflection

The Reflection section allows students to evaluate their own understanding of the material covered in the worksheet. This helps both students and teachers assess learning outcomes and ensures that key concepts have been understood.

## 6. Barcode for Assessment Rubric and Answer Key

This section provides a barcode that links to the assessment rubric and answer key. It is primarily intended for teachers to facilitate efficient evaluation and provide clear grading criteria. However, if permitted by the teacher, students may also access it to review their answers and understand the expected standards.



# STEPS OF ACTIVITIES ✨ ✨

This worksheet is designed to help students understand recount text through explain the definition, purpose and the types of recount text. Its sections were made using scientific approach:

## A. Observing

### Let's Start Reading!

This section contains a few tasks to help students understand a recount text by reading it carefully. Students observe the content of the text and answer questions to check their basic understanding of the story.

## B. Questioning

### Wondering Why?

This section contains a few tasks that give students the opportunity to ask questions about the text. Students think about what they are curious about and write one question related to the recount text. They also try to answer their own question to develop critical thinking and deeper understanding.

## C. Collecting Information

### Find the Details!

This section contains a few tasks where students collect important information from the text. They read statements and decide which ones are correct based on the story.

## D. Associating

### Let's Think Deeper!

This section contains a few tasks that helps students explain the text more deeply. Students answer questions using their own words, such as explain when the events happened, the purpose of the text, and the type of text. They also explain their reasons based on the text.

## E. Communicating

### It's Your Turn!

In this section contains a few tasks where students share their understanding of recount text. They match statements with the correct categories, such as definition, purpose, and types of recount text. Then, they explain their answers in a short paragraph using their own words.



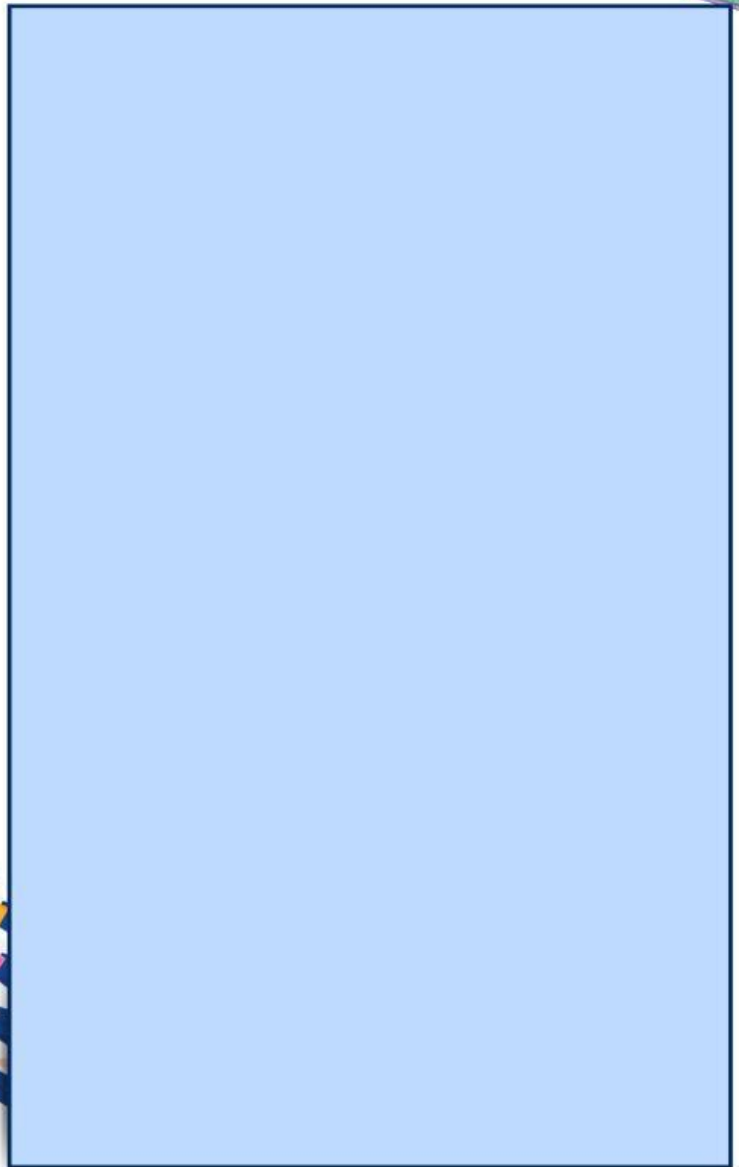
# LET'S START!



# WARM-UP



Watch the video on the right and answer the questions below !



## How to answer

1. What did you see in the video?



1. What did you see in the video?

Answer:



2. How did you feel during your school orientation? Were you nervous, excited, or both?

Answer:



## SUPPORTING MATERIAL



Read and understand the supporting material below about the generic structure (orientation, events, re-orientation) of recount text!



## WORD BOX

ABCDEF  
GHIJK

Word	Pronunciation	Translation
nervous	/ˈnɜːvəs/	gugup
excited	/ɪkˈsaɪtɪd/	bersemangat
comfortable	/ˈkʌmfətəbl/	nyaman
coach	/kəʊtʃ/	pelatih
strict	/strikt/	tegas
give up	/ɡɪv ʌp/	menyerah
supportive	/səˈpɔːtɪv/	mendukung
talent show	/ˈtælənt ʃəʊ/	pertunjukan bakat
magic trick	/ˈmædʒɪk trɪk/	sulap
surprised	/səˈpraɪzd/	terkejut



# ACTIVITIES



## A. OBSERVING Let's Start Reading!



Read the text carefully!



### A Memorable First Year in Middle School

When I was in middle school, I had a very memorable experience in my first year. On the first day, I felt nervous but also excited. I was starting a new chapter in my life, and I did not know what would happen.

On that day, I met many new friends. We introduced ourselves and talked about our hobbies. This helped us feel more comfortable. One of my best experiences was joining the basketball team. I really liked basketball, so I was very happy to join. Our coach was strict but kind. He taught us many important skills. We practiced every day after school and worked together as a team.

During the year, we joined some competitions and won several games. From these activities, I learned about hard work and never giving up. I also enjoyed my classes, especially science and history. My teachers were very supportive and made the lessons interesting. One day, we went to a science museum. It was very fun and helped me understand science better. Another special moment was when I joined the school talent show. I performed a magic trick and won second place. I was very surprised and proud of myself. This experience made me more confident.

So, my first year in middle school was full of happy moments and new experiences. I made many friends and learned many important lessons. I will always remember this special time in my life.



Adapted from Contoh Recount Text Bahasa Inggris dalam Berbagai Tema by Husnunnisa I.A, English Academy, 2025, <https://www.english-academy.id/blog/contoh-recount-text>





Answer the questions below based on the text!  
Choose the best answer A, B, C or D by 'click' on the answer box!

 **How to answer**

1 What is the text mainly about?

*Click here*



1 What is the text mainly about?

2 Which part of the text introduces the background of the story?

3 Which part of the text shows the writer's final feeling or conclusion?

4 What is the generic structure of the text?





## B. QUESTIONING

### Wondering Why?



After reading the text, write one (1) question about something you are curious about related to the text or recount text!

#### How to answer

Example

Question: Why is the first part called orientation?



click here



Possible Answer: Because it tells us about the beginning of the story, like who, when, and where.

Question:

Answer:





## C. COLLECTING INFORMATION

### Find the Details!



Identify the Generic Structure of the Text! Read the text again.  
Then determine the correct part of each paragraph!

#### How to answer

1 Paragraph 1

Re-orientation



Click here

1 Paragraph 1

Answer:

2 Paragraph 2

Answer:

3 Paragraph 3

Answer:

4 Paragraph 4

Answer:





## D. ASSOCIATING Let's Think Deeper!


### PART I



Choose the best answer A, B, C or D by 'click' on the answer box!

#### How to answer

1 What is the function of Orientation?



1 What is the function of Orientation?

2 What is the function of Series of Events?

3 What is the function of Re-orientation?



## PART II



Read the following sentences carefully.

They are taken from a recount text but are in the wrong order.

- A. I will always remember that day because it was the start of my studies and my best friendship.
- B. On my first day at university in 2018, I felt excited and nervous.
- C. I got lost on campus, but a kind man helped me find the ceremony where I met a new friend named Susan.

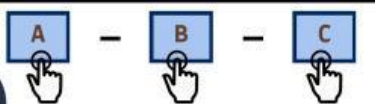
Adapted from Describe Your First Day at School That You Remember by IELTS Quang Tri, 2026, <https://ieltsquangtri.com/describe-your-first-day-at-school-that-you-remember/>



Arrange the sentences into the correct order based on the recount text structure (Orientation → Events → Reorientation).

### How to answer

Example



Click here

Answer:

-  -





## E. COMMUNICATING It's Your Turn!



Write your understanding!

### How to answer

Explain the generic structure.....

Click  
here



Explain the generic structure of a recount text (orientation, series of events, and reorientation) in your own words!

Answer:



# SELF REFLECTION



After you complete this lesson, fill in the self-reflection below.  
Put a checklist (✓) in box of every column that best describes your understanding!

## How to answer

No	Statement	Very Well	Well	Poorly	Choose one of the criteria that suits you
1	I can determine the orientation part in a recount text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Click here</i>

No	Statement	Very Well	Well	Poorly
1	I can determine the orientation part in a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I can determine the series of events in a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can determine the re-orientation part in a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can determine the difference of orientation, series of events, and re-orientation in a text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

