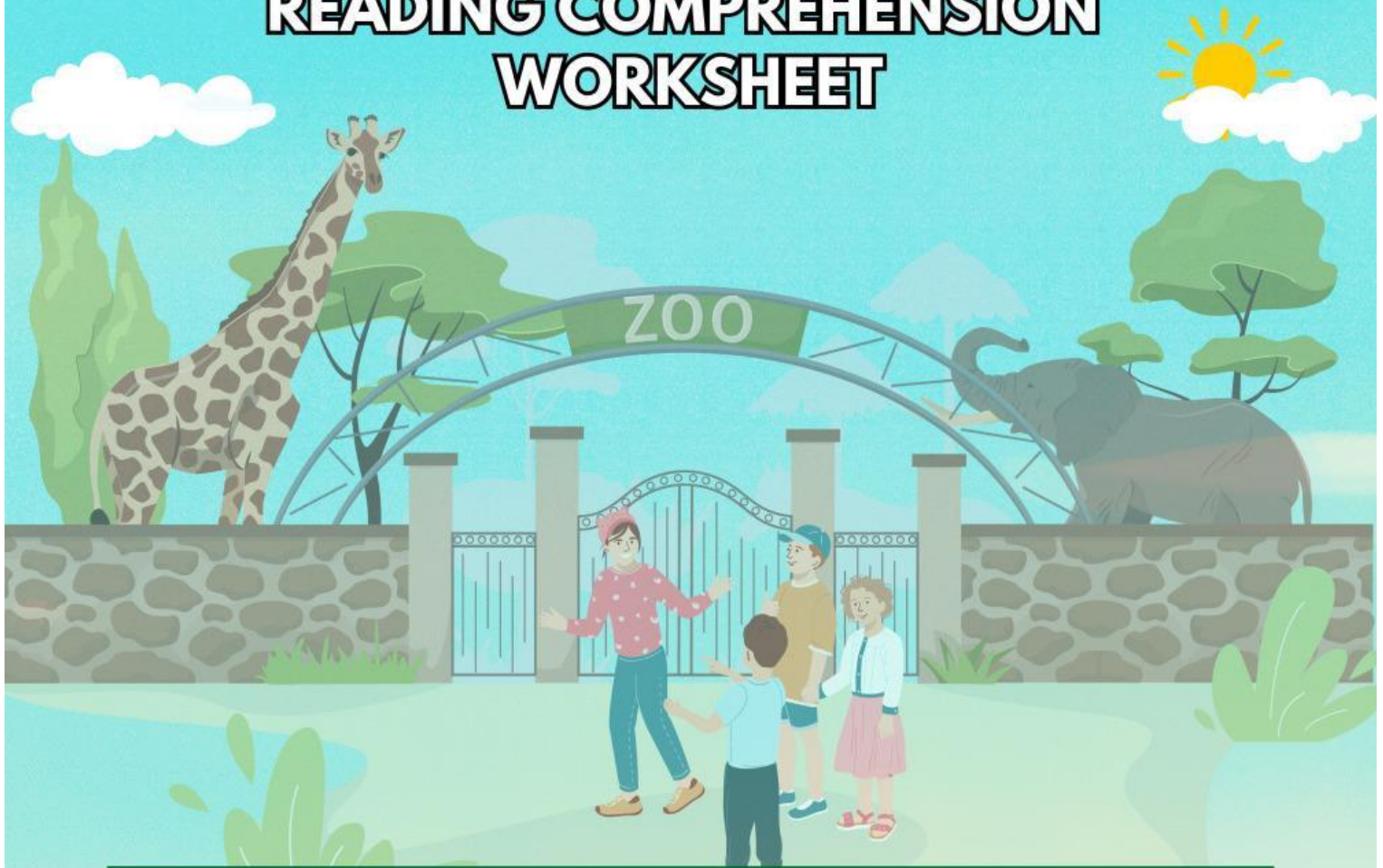




READING COMPREHENSION WORKSHEET



ANALYZING THE LANGUAGE FEATURES OF RECOUNT TEXT

FOR GRADE:

VIII



FOREWORD ✨ ✨

“Analyzing the Language Features 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 analyzing their language features, including the use of Simple Past Tense, Adverbs of Time, Adverbs of Place, and Adverbs of Sequence 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 C4 (ANALYZING), where students are expected to analyze the language features (Simple Past Tense, Adverbs of Time, Adverbs of Place, and Adverbs of Sequence) 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 analyze the use of Simple Past Tense in a recount text based on the given text accurately.
2. Students are able to analyze the use of Adverbs of Time in a recount text based on the given text correctly.
3. Students are able to analyze the use of Adverbs of Place in a recount text based on the given text appropriately.



A GUIDE FOR USING WORKSHEET

1. Let's Start

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!

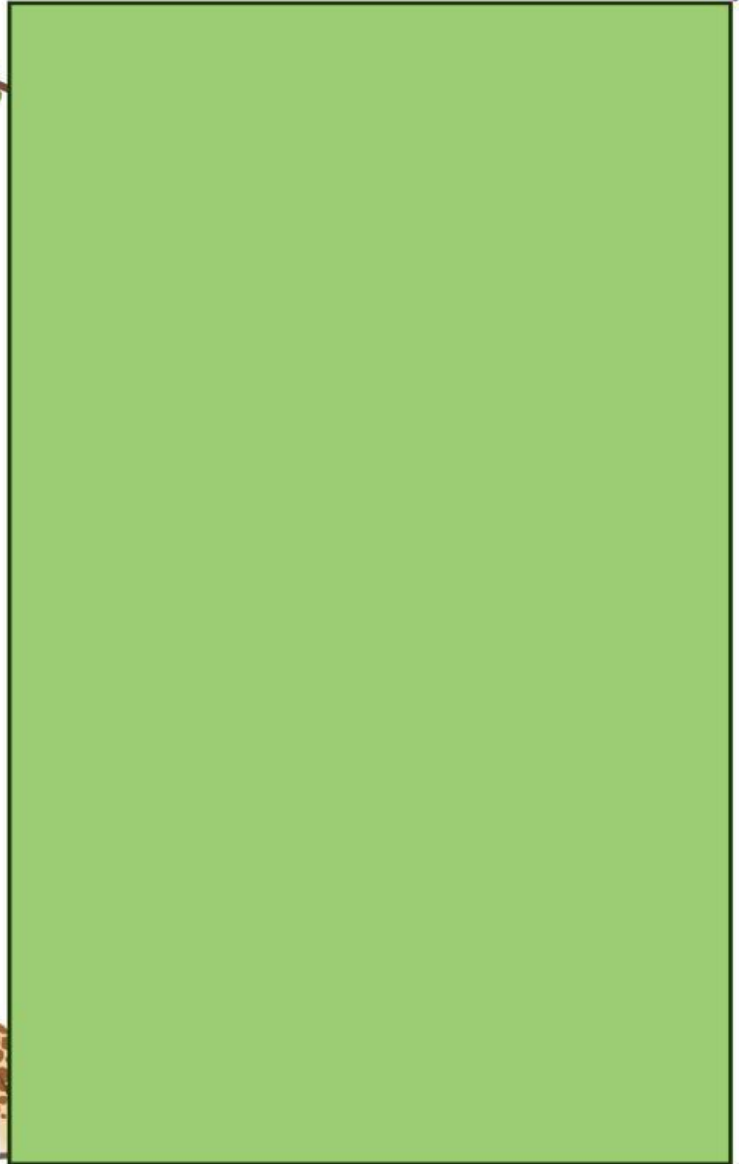
In this section contains a few tasks where students share their understanding of recount text. They match statements with the correct categories, such as definition, purpose, and types of recount text. Then, they explain their answers in a short paragraph using their own words.



LET'S START



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. Have you ever visited a zoo? What animals did you see there?

Answer:



SUPPORTING MATERIAL



Read and understand the supporting material below about Language Features of recount text!



WORD BOX



Word	Pronunciation	Translation
nervous	/ˈnɜːvəs/	gugup
excited	/ɪkˈsaɪtɪd/	bersemangat
comfortable	/ˈkʌmfɪtəbl/	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!

My School Trip

Last month, my classmates and I went on a school trip to a zoo. It was an exciting experience because we had been waiting for this trip since the beginning of the semester. Our teacher and the zoo guides accompanied us during the visit. We left early in the morning by bus, and everyone looked very enthusiastic.



When we arrived at the zoo, the guides welcomed us and gave a short explanation about the animals. First, we visited the area where we could see various kinds of birds. I was amazed by their colorful feathers and unique sounds. After that, we moved to the reptile section, where I saw snakes and crocodiles for the first time up close.

Next, we went to see the seals being fed. It was one of my favorite moments because the seals were very smart and entertaining. They followed the trainer's instructions and performed some tricks. I really enjoyed watching them, and so did my friends.

At noon, we had lunch together in a picnic area. The zoo provided the food, and we ate while sharing stories and laughing together. After lunch, we continued exploring other parts of the zoo, including the area with elephants and monkeys.



Before going home, we took some photos as a memory of our trip. Then, we gathered near the entrance and prepared to return to school. We got on the bus and headed back in the afternoon.



It was a very fun and memorable trip for me. I learned many new things about animals and spent quality time with my friends. I hope I can have another school trip like this again in the future.

Adapted from Easy reading: 'the School Trip' by MrsFrobisher, 2024, iSLCollective.
<https://en.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/past-simple-tense/easy-reading-the-school-trip/155448>





**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?





1 What tense is mostly used in the text?

2 Which of the following words shows an adverb of time?

3 Which sentence contains an adverb of place?

4 Which of the following is an example of a simple past verb from 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 does recount text use words like "first", "next", and "after that", isn't that for procedure text?



Possible Answer: Because recount text also tells events in order not only in procedure text.



Question:

Answer:



C. COLLECTING INFORMATION

Find the Details!



Read the text carefully. Then, fill in the table below based on the language features category:

How to answer

Example:	Past Tense Verb	Went, Visited, ...	
	Adverb of Time	Yesterday, ...	
	Adverb of Place	Outside, ...	
	Adverb of Sequence	First, ...	

Answer:

Past Tense Verb	
Adverb of Time	
Adverb of Place	
Adverb of Sequence	





D. ASSOCIATING Let's Think Deeper!

PART I : Error Analysis



Read each sentence carefully!
Analyze the incorrect verb and incorrect to be!

How to answer

1 We visit the zoo last Saturday

Correct Sentence:



Click here



Rewrite the sentence using the correct verb in simple past tense!

A. Verbal Sentences

1 We visit the zoo last Saturday.

Correct Sentence:

2 The students arrive at the zoo in the morning.

Correct Sentence:

3 The teacher guides us during the trip.

Correct Sentence:

4 I enjoy the trip with my friends.

Correct Sentence:





Rewrite the sentence using the correct “to be” in simple past tense!

B. Nominal Sentences

1 The trip is very fun yesterday.

Correct Sentence:

2 We was very happy at the zoo.

Correct Sentence:

3 The animals been very interesting last Sunday.

Correct Sentence:

4 The zoo be crowded that day.

Correct Sentence:








PART II : Complete the Sentence

Read following sentences based on “My School Trip”!



Drag each word from the Adverbs Box and drop it into correct blank in the sentences.

How to answer








 , my mom and I baked cookie in the kitchen.





Adverbs Box:

near the entrance

in the zoo

first

in the morning

last month

next

then

at noon

- 1 , my classmates and I went on a school trip to the zoo.
- 2 We left by bus and felt very excited.
- 3 When we arrived, , we visited the area with colorful birds.
- 4 we moved to the reptile section and saw snakes.
- 5 we watched the seals performing some tricks.
- 6 We had lunch together in a picnic area.
- 7 We saw many animals and took some photos.
- 8 Finally, we gathered before going home.





E. COMMUNICATING

It's Your Turn!



Write a short recount text about your experience using Simple Past Tense!

How to answer

Example
Your Answer:

Last weekend, I went to the beach with my family.	
First, we built a sandcastle.	
- Next, we swam in the sea.	
- Then, we had lunch near the beach.	
Finally, we watched the sunset and went home.	

Click here

- INSTRUCTIONS:**
1. When and where did it happen? (Time and Place)
 2. What did you do first?
 3. What did you do next?
 4. How did it end?

Answer:

1

2

3

4



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 analyze the past tense of a recount text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

No	Statement	Very Well	Well	Poorly
1	I can analyze the past tense of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I can analyze the adverb of time of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can analyze the adverb of place of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can analyze the adverb of sequence of a recount text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



KEY ANSWER & ASSESSMENT RUBRIC



Scan the QR or Copy and Paste the Google Drive linkcode to access the Answer Key and Assessment Rubric!
This section can only be accessed with the teacher's permission.



Answer Key

Google Drive Link:

https://docs.google.com/document/d/1a-tA7kzq1ZZoLp5yzXS3SuY7nqLlxotA/edit?usp=drive_link&oid=116633545229729988572&rtpof=true&sd=true



Assessment Rubric

Google Drive Link:

https://docs.google.com/document/d/1001wUOH-FrcPYy4pjR1V22Tg9_I6BWUC/edit?usp=drive_link&oid=116633545229729988572&rtpof=true&sd=true

