



# READING COMPREHENSION WORKSHEET



## DRAWING CONCLUSIONS FROM RECOUNT TEXT

FOR GRADE:

# VIII

# FOREWORD ✨ ✨

“Drawing Conclusions from Recount Text” is a supplementary worksheet for Grade 8 students. It aims to support students in developing their understanding of recount texts, particularly in drawing conclusions and presenting opinions about the content of the text 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 C5 (CONCLUDING), where students are expected to conclude the content of recount texts by responding to 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 draw conclusions from a recount text based on the given text correctly.
2. Students are able to present their opinion about the content of a recount text appropriately.
3. Students are able to support their conclusions with relevant information from the text clearly and correctly.
4. Students are able to respond to the content of a recount text by giving logical and appropriate conclusions.



# 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!

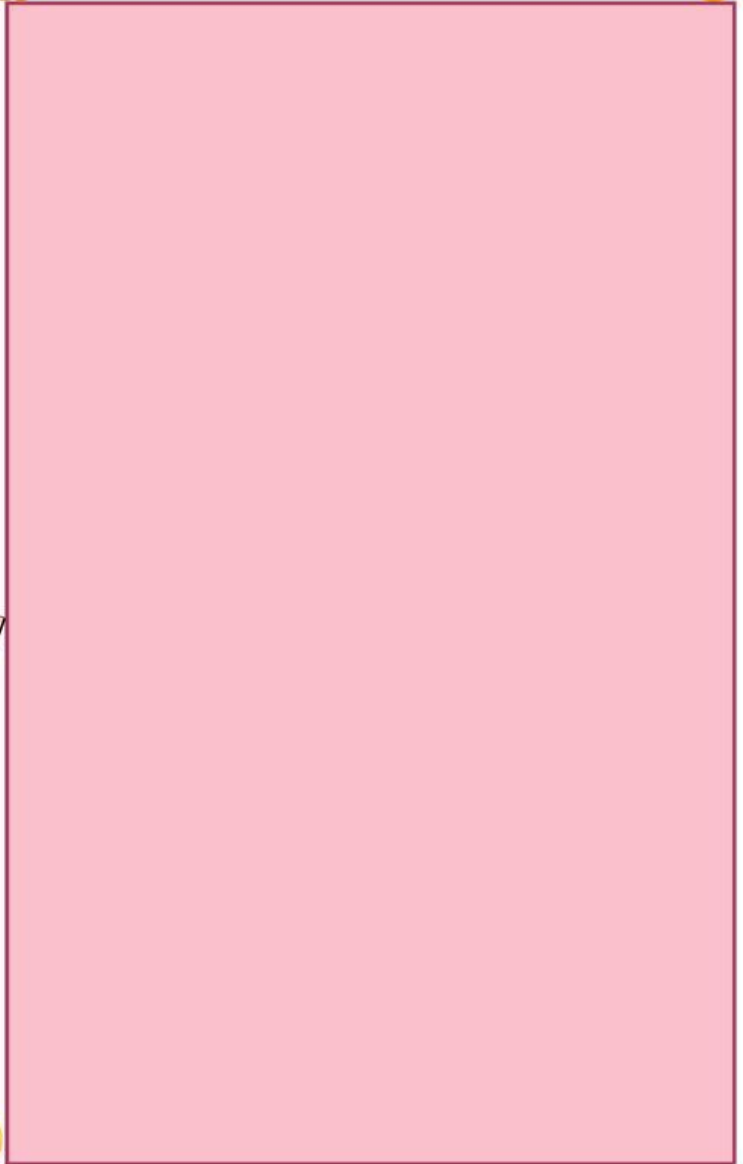
In this section contains a few tasks where students share their understanding of recount text. They match statements with the correct categories, such as definition, purpose, and types of recount text. Then, they explain their answers in a short paragraph using their own words.



# LET'S START



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



GOOPS!

## How to answer

1. What did you see in the video?

Click here



1. What did you see in the video?

Answer:



2. Have you ever had an embarrassing moment? What caused it?

Answer:



## SUPPORTING MATERIAL



Read and understand the supporting material below about recount text!



## WORD BOX

ABCDEF  
GHIJK

Word	Pronunciation	Translation
embarrassing	/ɪmˈbærəsɪŋ/	memalukan
crowded	/ˈkraʊdɪd/	ramai / penuh sesak
present	/ˈpreznt/	hadiah
therefore	/ˈðeəfɔː(r)/	oleh karena itu
nearby	/ˌniəˈbaɪ/	dekat
surprisingly	/səˈpraɪzɪŋli/	secara mengejutkan
impolite	/ˌɪmpəˈlaɪt/	tidak sopan
crisps	/ˈkrɪspz/	keripik
irritated	/ˈɪrɪteɪtɪd/	jengkel / terganggu
guilty	/ˈɡɪlti/	merasa bersalah

# ACTIVITIES



## A. OBSERVING Let's Start Reading!



Read the text carefully!



### An Embarrassing Moment

Last month, on a sunny afternoon, I went to the town center to do some shopping. I wanted to buy a birthday present for my best friend, Natasha. Since it was the weekend, the town was quite crowded, but I was excited to find something special for her.

First, I walked around several shops for almost two hours. After visiting many stores, I finally found a nice gift for Natasha. By that time, I started to feel very hungry. Therefore, I decided to go to a nearby pound shop to buy a bag of crisps and a cold drink.

However, all the benches in the town center were full. So, I chose to walk to a quieter area near the local library. There, I found a comfortable spot under a tree and sat down to relax while watching people pass by.

A few minutes later, an old lady came and sat beside me. At first, I did not pay much attention. Then, as I was eating my crisps, I noticed that she was also taking some from the bag. I felt confused and a bit annoyed because she did not ask for permission. Thinking that she was being impolite, I quickly took another handful and continued eating.

Surprisingly, the old lady smiled at me and calmly took more crisps from the bag. This continued for a while until only a few crisps were left. Then, she gently poured the remaining crisps onto a tissue and handed them to me without saying anything. I felt quite irritated, but I stayed silent.

After that, she stood up and walked away. A few minutes later, I decided to leave as well. As I picked up my shopping bag, I was shocked to discover something unexpected that my own bag of crisps was still inside my bag, unopened!

At that moment, I realized the truth that all this time, I had been eating the old lady's crisps, not mine. I felt extremely embarrassed and guilty about my behavior. It was a lesson I will never forget to always think carefully before judging others.



Adapted from Reading Comprehension: An Embarrassing Moment by samsom, 2021, iSLCollective.  
<https://en.islcollective.com/english-esl-worksheets/general-topic/food/reading-comprehension-an-embarrassing-moment/132893>





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 Why did the writer go to the town center?

click here



1 Why did the writer go to the town center?

2 How did the writer feel about the crowded town?

3 How long did the writer spend looking for a gift?

4 Why did the writer go to a quieter place?

5 Where did the writer finally sit down?

6 What did the writer think when the old lady took the crisps?

7 How did the old lady react during the situation?

8 What did the old lady do with the last crisps?





## 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 did the old lady remain calm during the situation?



Possible Answer: She may have understood the situation or had a kind and patient personality

Question:

Answer:



## C. COLLECTING INFORMATION

### Find the Details!



Read the text above carefully, then answer the following questions using the correct information from the text.

#### How to answer

1 When did the event happen?

Click here



**1** When did the event happen?

Answer:

**2** Where did the story begin?

Answer:

**3** Why did the writer go to the town center?

Answer:

**4** How long did the writer spend shopping?

Answer:

**5** What food and drink did the writer buy?

Answer:

**6** Where did the writer sit?

Answer:

**7** Who sat beside the writer?

Answer:

**8** What did the old lady do?

Answer:





## D. ASSOCIATING

### Let's Think Deeper!



### PART 1: TRUE / FALSE



After Read each statement and decide whether it is true or false based on the text. Put a check ( ) in the correct column.

#### How to answer

No	Aspects	TRUE	FALSE
1	The writer judged the old lady without fully understanding the situation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Click here*  

No	Aspects	TRUE	FALSE
1	The writer judged the old lady without fully understanding the situation.	<input type="checkbox"/>	<input type="checkbox"/>
2	The old lady's behavior shows that she was angry at the writer.	<input type="checkbox"/>	<input type="checkbox"/>
3	The story suggests that first impressions can sometimes be misleading.	<input type="checkbox"/>	<input type="checkbox"/>
4	The writer intentionally shared his crisps with the old lady.	<input type="checkbox"/>	<input type="checkbox"/>
5	The old lady can be concluded as a patient and kind person.	<input type="checkbox"/>	<input type="checkbox"/>
6	The main lesson of the story is about being careful with personal belongings.	<input type="checkbox"/>	<input type="checkbox"/>
7	The writer's feelings changed because he finally understood the real situation.	<input type="checkbox"/>	<input type="checkbox"/>
8	The old lady indirectly taught the writer a lesson through her actions.	<input type="checkbox"/>	<input type="checkbox"/>



## PART II: PERSONAL INTERPRETATION



Answer the questions below based on your understanding.  
Support your answer with evidence from the reading passage above!

### How to answer

1 In your opinion, what kind of person is the writer?

click  
here



1 In your opinion, what kind of person is the writer?

Answer:

2 How would you describe the old lady's character?

Answer:

3 Why do you think the old lady did not say anything during the situation?

Answer:

4 What might have happened if the writer had asked the old lady politely?

Answer:





## E. COMMUNICATING It's Your Turn!



Think about the story you have read.  
Then, answer the questions below using your own ideas!

### How to answer

- 1 Imagine you were the writer. What...

Click  
here



- 1 Imagine you were the writer. What would you do differently in that situation? Why?

Answer:

- 2 What lesson did you personally learn from the story? Explain how it can be applied in real life.

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

No	Statement	Very Well	Well	Poorly
1	I can find specific information such as time, place, and main events from the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I can identify the feelings and characteristics of the people in the story.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can infer the moral lesson (re-orientation) and apply it to real-life situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can understand and use vocabulary related to emotions (e.g., embarrassed, irritated, guilty).	<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/1AnLzCmsJPO9R5VY2UXjXgShx-Dzdl3x4/edit?usp=drive\\_link&oid=116633545229729988572&rtpof=true&sd=true](https://docs.google.com/document/d/1AnLzCmsJPO9R5VY2UXjXgShx-Dzdl3x4/edit?usp=drive_link&oid=116633545229729988572&rtpof=true&sd=true)



**Assessment Rubric**

## Google Drive Link:

[https://docs.google.com/document/d/1S-VgsRxK8itNyX0-YTDWymzr36RjW8-7/edit?usp=drive\\_link&oid=116633545229729988572&rtpof=true&sd=true](https://docs.google.com/document/d/1S-VgsRxK8itNyX0-YTDWymzr36RjW8-7/edit?usp=drive_link&oid=116633545229729988572&rtpof=true&sd=true)

