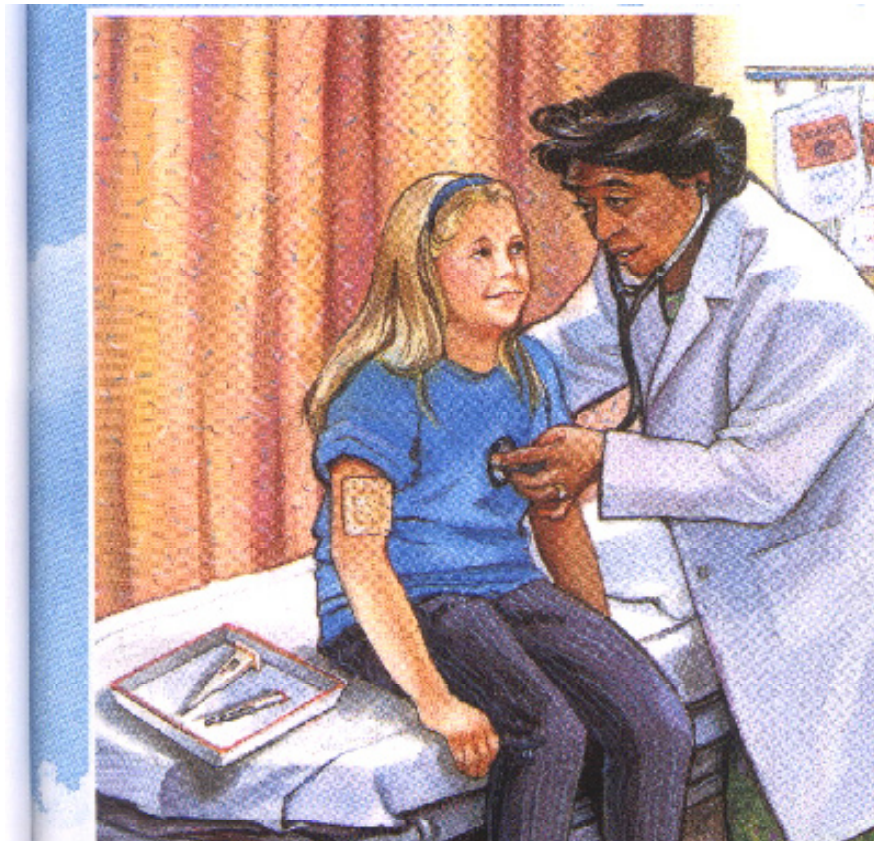


UNIT 2

Tell me your experience

(Recount)



Pic. 2.1 (Dit. PSMP, 2006)

In this unit, you will learn how to

- ☞ **respond to spoken monologue texts of recount;**
- ☞ **create spoken monologue texts of recount;**
- ☞ **identify the meanings, the linguistic features, and the text structure of written essays of recount;**
- ☞ **create written essays of recount using the appropriate linguistic features and text structure.**

Section One:

Spoken Recount

Presentation

Activity 1



Listen to your teacher telling a past experience while he/she was ill. While you are listening to your teacher, pay attention to the events which your teacher experienced in the past.

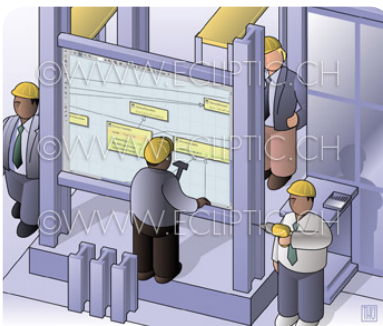
1. What happened to the teacher several days ago?
2. Where did the teacher go?
3. Whom did the teacher meet?
4. Who gave the teacher an injection?
5. What was the doctor's advice?
6. Did you have the same experience?
7. If you did, what would you do?
8. Would you go to a doctor?

Activity 2



Your teacher will tell you another past experience.

Can you guess the story by looking at the picture?



Pic. 2.2 (www.ecliptic.ch)

The workmen who were building the new hospital in my town caught a snake last month. It was in the drain near the building construction site.

Early in the morning, a workman was just going to sit under the tree when suddenly he saw a long creature lying in the drain. It did not move when he was approaching it. Then he shouted to the other workmen who were going to start to work. Then, they caught the 8 - metre long python and brought it to the authority of the zoo in this town.

The diameter of its body was about 25 centimeters. They believed that the snake might belong to someone living in the area. The police were trying to find the owner.

Listen to the story carefully, then do the following exercise to help you understand. Say whether the following statements are True or False.

1. The workman found the snake at the site of the building construction.
2. The construction was going to be a new hospital.
3. The workman was sitting under the tree when he saw a snake.

4. The snake was approaching the workman.
5. It was a phyton.
6. It belonged to the zoo.

Activity 3



Simple Past Tense

The Simple Past Tense is used to tell about past experiences. When you are telling about your experience in the past, you are creating a recount text.

Exercise 1

Regular verbs

Look at the following pictures. Make short dialogues telling what you did yesterday.

For example:

Ari : What did you do yesterday?
 Budi : I worked yesterday.

t	d	id
I work every day. I worked yesterday.	I play the piano every day. I played the piano yesterday.	I rest every day. I rested yesterday.

What did you do yesterday?

I worked.

 1. cook	 2. wash my car	t 3. fix my bicycle	 4. brush my teeth
 5. watch TV	 6. type*	 7. dance*	 8. bake*

 9. clean	 10. play the piano	d 11. yawn	 12. listen to music
 13. shave*	 14. smile*	 15. cry†	 16. study†

 17. shout	 18. rest	id 19. plant flowers	 20. wait for the bus
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Pic. 2.3 (Dit. PSMP, 2006)

Exercise 2

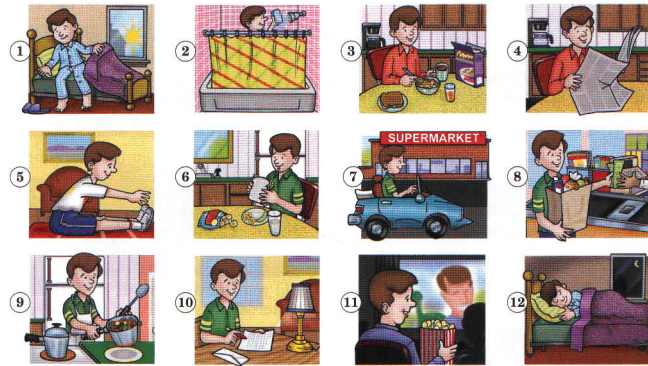
Irregular verbs

Look at the pictures. Make short dialogues telling what you did last weekend.

For example:

Ani : What did you do last weekend?

Bimo : I got up late.



Pic. 2.4 (Dit. PSMP, 2006)

Practice

Activity 1



Listen to the teacher reading the following text.

While listening to your teacher, you may fill in the blanks with the words in the box.



Pic. 2.5 (Dit. PSMP, 2006)

It was my grandpa's birthday last Sunday. On Friday, my sister and I went shopping at the(1)..... We bought a nice(2)..... Then, we wrapped it in a blue paper. Blue is my grandpa's favourite colour. On Saturday morning, my brother and I helped my sister making a birthday cake in the(3)..... It was a big and beautiful(4)..... I wrote 'Happy Birthday' on it. After that, we put some chocolate and a (5)..... on the top of the cake.

On Sunday evening, my uncle and my aunt came to my(6)..... They brought several bottles of soft-drink, and(7)..... for grandpa. Then, we sat together in the(8)..... Finally, grandpa blew the candle and cut the cake while we were singing a

'Happy Birthday' song for him. After giving each of us a piece of cake, he opened the present. He told us that he liked the present, and he was very(9).....

mall	shirt	house	kitchen
birthday cake	candle	flowers	living room
			happy

Listen carefully to the correct pronunciation.

After the teacher reads the text, you may read the text loudly with a correct pronunciation. After that, find the meaning of the difficult words by consulting a dictionary. You should open your dictionary to find out the correct pronunciation and the meaning of certain words.

Activity 2



Complete the following recount text with the correct forms of the verbs in the box. Then, answer the questions that follow.

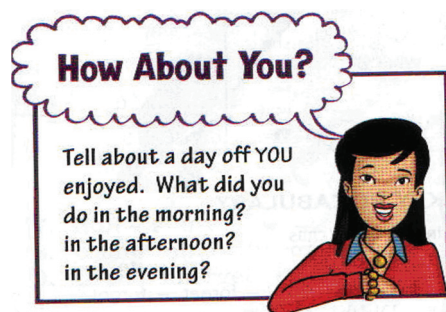
buy	eat	get	go	make	see	sit	take
-----	-----	-----	----	------	-----	-----	------

Shirley's Day Off

Shirley enjoyed her day off yesterday. She(1)..... up late,(2)..... jogging in the park,(3)..... a long shower, and(4)..... a big breakfast. In the afternoon, she(5)..... a movie with her sister. Then, she(6)..... groceries at the supermarket, and she(7)..... a big dinner for her parents. After dinner, Shirley and her parents(8)..... in the living room and talked. Shirley had a very nice day off yesterday.

Questions:

- In the beginning of the text, what kinds of information do you get?
 - Who enjoyed the day off?
 - When did Shirley have her day off?
 - Where did she spend her day off?
- What did Shirley do in the morning?
- What did Shirley do in the afternoon?
- What did Shirley do in the evening?
- What kind of day off did Shirley have yesterday?



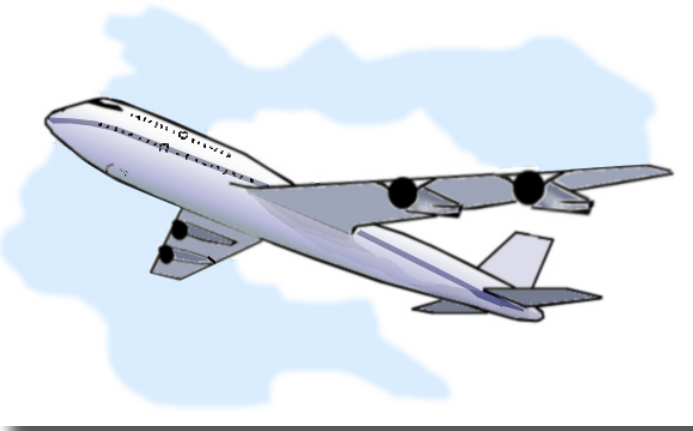
Pic. 2.6 (Dit. PSMP, 2006)

Activity 3



In the following exercise, you will learn Andi's first experience travelling by plane. Change the verbs in brackets into the correct form. Then, answer the questions that follow.

Andi (1. be) on a plane. It (2. be) the first time for him. A stewardess always (3. help) him. And she also (4. give) him food, drink, snack and candies. He (5. think), "How kind she is!". Then he (6. hear) an announcement, "Good morning ladies and gentlemen. This flight is led by Captain Ferda. It will fly at an altitude of 28.000 feet. Well, ladies and gentlemen have a pleasant flight." Andi (7. be) so excited that he (8. shut) his eyes to (9. look) outside at the clouds. "Wow, I am flying now." He (10. think), "What an exciting experience!"



Pic. 2.7 (<http://www.weidemyr.com>)

Questions:

1. What did Andi think about the stewardess?
2. Who flew the flight?
3. How high did the plane fly?
4. How did Andi feel?

Activity 4



Listen to the following song and put the correct words in the blank spaces. What message does the song give us? Discuss with your friends.

Yesterday
(The Beatles)



Pic. 2.8 (www.captainsdead.com)

Yesterday, all my troubles(1)..... so far away
Now, it(2)..... as though they're here to stay
Oh I believe in yesterday.
Suddenly, I'm not half the man I(3).....to be
There's a shadow hanging over me
Oh yesterday,(4)..... suddenly

Why she(5)..... to go I don't know
She wouldn't say
I(6)....., something wrong, now I(7)..... for yesterday

Yesterday, love(8)..... such an easy game to play
 Now I(9)..... a place to hide away
 Oh, I(10)..... in yesterday
 Mm Mm Mm Yesterday

Production

Activity 1



Your teacher will tell you another story. Listen to the story carefully. Fill in the blanks with the suitable verbs in the box.



Pic. 2.9

(www.offthemarkcartoons.com)

I am used to travelling by air and only on one occasion have I ever felt frightened. After taking off, we ... (1).... low over the city. It slowly ... (2)... high to the sky. But, suddenly it ... (3).... round and ... (4)... back to the airport. An air-hostess ... (5).... us to keep calm and to get off the plane quietly as soon as it ... (6)... down. Everybody on board ... (7)... worried and we ... (8).... curious to find out what ... (9).. Later we ... (10).... that there ... (11)... a very important person on board. Earlier, somebody ... (12).... the police that there ... (13).... a bomb on the plane. After we ... (14)...., the police ... (15).... the plane carefully. Fortunately they ... (16).... not ... (17).... a bomb and five hours later we ... (18).... able to take off again.

happened	did-find	went	turned	flew
flew	told	learnt	told	were
touched	landed	was	searched	was
were	was			

Activity 2



Complete the dialogue below based on the recount text above.

A: How do you usually travel?

B: _____.

A: Did you have any interesting experience while traveling?

B: Yes, _____.

A: Could you tell me what happened?

B: _____.

A: It is really an interesting experience.

Activity 3



Tell your experience when you were in one of the following situations or places.
For example:

A Party

Tell about a party you enjoyed.

What did you eat?

What did you drink?

What did people do at the party?

"I was at my friend's birthday party last weekend.

We ate a lot of food and drank many kinds of drink.

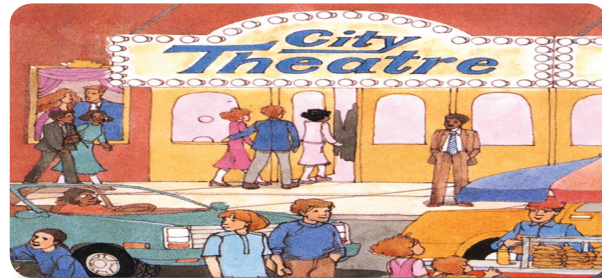
We danced and talked about funny things".

Look at the following pictures and construct a recount text.

Use the questions as guidelines to construct your text.

- When did you go to the theatre, hospital, or library?
- What happened in those places?

Theatre



Pic.2.10 (Dit. PSMP, 2006)

Hospital



Pic.2.11 (Dit. PSMP, 2006)

Library



Pic.2.12 (Dit. PSMP, 2006)

Section Two:

Written Recount

Presentation

Activity 1



Read Maya's biography. Then, answer the questions that follow.

Maya Gazali

Maya Gazali was born in Palu. She grew up in a small village. She began school when she was six years old. She went to elementary school, but she didn't go to high school. Her family was very poor, and she had to go to work when she was thirteen years old. She worked on an assembly line in a shoe factory.

When Maya was seventeen years old, her family moved to West Java. First, they lived in Bogor, and then they moved to Bandung. When Maya arrived in Java, she wasn't very happy. She missed her friends back in Palu and she didn't speak like other children. She began to learn to speak like other children, and she practiced with her new friends at the factory in Bandung.

Maya also studied hard. She learned English, and after a few months she got a job as a secretary. Now Maya still studies at night, but now she studies advertising at a business school. She wants to work for an advertising company some day and write commercials.

Maya still misses her friends back home, but she communicates with them very often over the Internet. She's very happy now, and she's looking forward to an exciting future.

Questions:

1. What is the text mainly about?
2. How was her childhood?
3. How old was she when her family moved to Java?
4. What does she do?
5. What is she studying now? Why?
6. What does she do to avoid missing her friends back home?
7. How does the writer start the text?
8. How does the text end?

Activity 2



Put the following sentences in the correct order based on the biography above.

- Maya's family moved to Java.
- Maya studies advertising now.
- Maya grew up in a small village.
- Maya's family moved to Bogor.
- Maya worked in a shoe factory.
- Maya began to study English at night.

- Maya went to elementary school.
- Maya's family lived in Bandung.
- Maya got a job as a secretary

Activity 3



Past Continuous Tense

BE + VERB + ing
(past)

I He She	was	working
It We You They	were	working.

By referring to the pattern above, read the following dialogues.

- Roni : What was Doris doing last night when the lights went out?
Ben : She was taking a bath.

Amy : What were Mr. and Mrs. Green doing last night when the lights went out?

Sony : They were preparing for dinner.

Now, look at the pictures and make similar dialogues about these people.



1. David



2. Mr. and Mrs. Park



3. Helen



4. you and your brother



5. you



6. Larry



7. Alice



8. your parents



9. your cousin Sam

Pic. 2.13 (Dit. PSMP, 2006)

Activity 4



Recount is a text which has social function to retell events for the purpose of informing or entertaining. Read the following text carefully.

Last summer, the writer of a famous novel went to Italy. He visited museums. He sat in a public garden, and a friendly waiter taught him a few Italian words. He thought about postcards yesterday. His holiday passed quickly. On the last day, he got up early and bought 37 cards. He was in his room all day, but he did not write a single card. (Modified from Alexander, 1990)

When you tell about what happened in the past, it means that you make a recount text. A recount text has the following text structure:

Orientation : provides the setting and introduces participants
The writer went to Italy.

Events : tell what happened, in what sequence
He visited museums.
He sat in a public garden.
He thought about postcards yesterday.
His holiday passed quickly.
He got up early and bought 37 cards.

Re-orientation : optional-closure of events
He was in his room all day, but he did not write a single card.

Language features of a Recount

Underline the participants in the following text.

Circle all the verbs written in past tense in the text.

Number 1 has been done for you.

Please send me a card

No	Transitional devices	Events
1	Last summer	The writer went to Italy
2		He visited museums.
3		He sat in a public garden,
4	And	a friendly waiter taught him a few Italian words.
5	Everyday	he thought about postcards.
6		His holidays passed quickly but he did not send any cards to his friends.

7	On the last day	he got up early and bought 37 cards.
8		He was in his room all day, but he did not write a single card.

Practice

Activity 1

Chained story

With your classmates, make a biography of famous people that you know. One of you may start the biography by telling the name and the profession. It should be someone famous, so that your friends can continue the biography.

For example:

- A : Britney Spears is a very famous singer.
- B : She was born in America.
- C : She made several albums some years ago.
- D : She began her career in her early twenties.
- E : Her popular song was Baby One More Time.
- F : She got married already.
- G : and so on

Activity 2



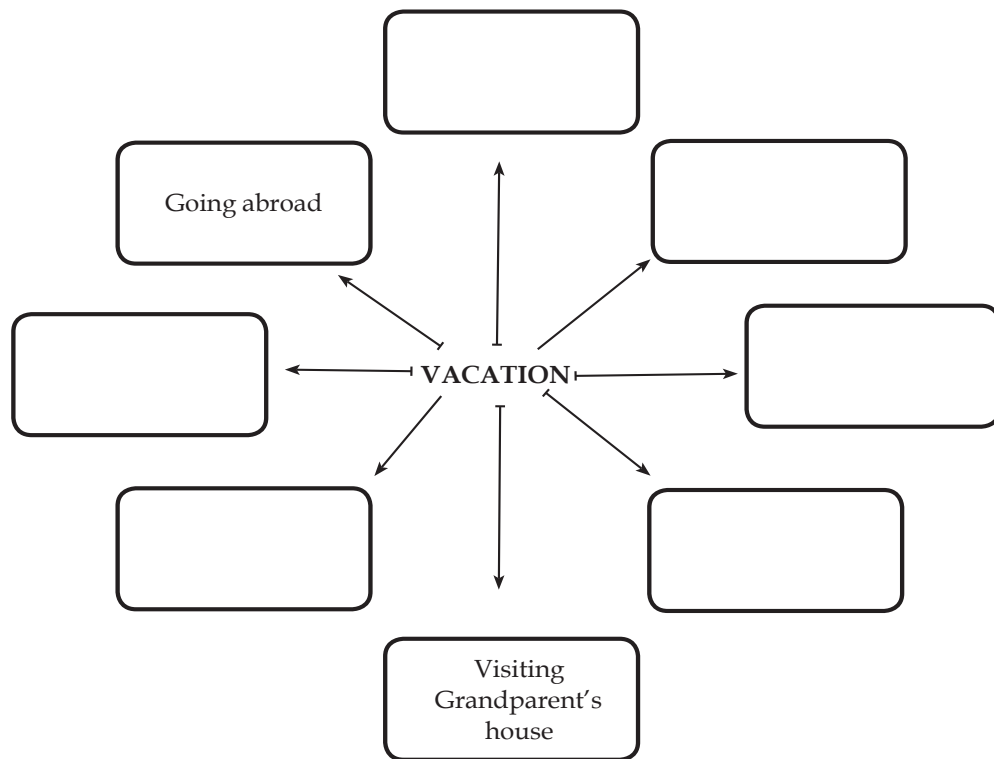
Vocabulary building

Look at the following picture. Where do you think they are? What are they doing?



Pic. 2.14 (Dit. PSMP, 2006)

Fill in in the word map with the activities which people usually do in their vacation.



When you are traveling, you may have problems.

The following expressions describe the people's feeling.

We often use colourful expression to describe how we feel. Try to match the following expressions with the feelings they describe.

- | | |
|---|----------------|
| 1. "My stomach is growling." | A. angry |
| 2. "I can't keep my eyes open." | B. embarrassed |
| 3. "I'm jumping for joy." | C. tired |
| 4. "I'm seeing red." | D. nervous |
| 5. "I'm feeling blue." | E. scared |
| 6. "I'm on pins and needles." | F. hungry |
| 7. "I'm shaking like a leaf." | G. sad |
| 8. "I'm ashamed to look at them straight in the eye." | H. happy |

Activity 3



Read this text and then discuss with your friends the questions that follow.

One day Sandra Dewi fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra Dewi vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He felt her stomach. He listened to her heart beat. He measured her blood pressure.



Pic. 2.15(Dit. PSMP, 2006)

Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

Questions:

1. What is the text telling you about?
2. What did the students do? What happened?
3. What was the name of the teacher?
4. What did the doctor do?
5. What was Sandra Dewi suffering from?
6. What did the doctor recommend?
7. Identify the text structure by listing the happenings according to these categories of: **orientation**, **events**, and **re-orientation**.

Activity 4



Reflecting on information organization

Read the letter below.

Read the letter below.

Orientation (who/where/ when)	→	Dear Grandpa and Grandma, Yesterday at my school we had an International day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.
Event 1	→	We started our day off with performances but the one I liked best was the one from fourth grade. We played games. The performance I was in was Labamba.
Event 2	→	Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asia, Arab, and Greece

Event 3 → Everyone had a job. These people were from sixth grade. I did my job after I had lunch. My job was to sell International Day Books.

Event 4 → We had displays in the hall. These displays were good but I didn't get to see them. The displays came from a lot of countries.

Event 5 → There was also a Trash and Treasure stall where they sold toys. The school got these things by asking the children to bring them in.

Re-orientation (the writer's feeling) → Although I didn't win anything, International Day was still fun
Love from Sue

Answer these questions

1. Why did Sue write the letter?
2. To whom did she write the letter?
3. What did she tell in the letter?
4. Mention the words that Sue uses to tell the order of events.
5. Are the verbs in the present or in the past tense?
6. Write all the action verbs (e.g., started, played etc,) you find in the letter.

Production

Activity 1



Identifying text structure

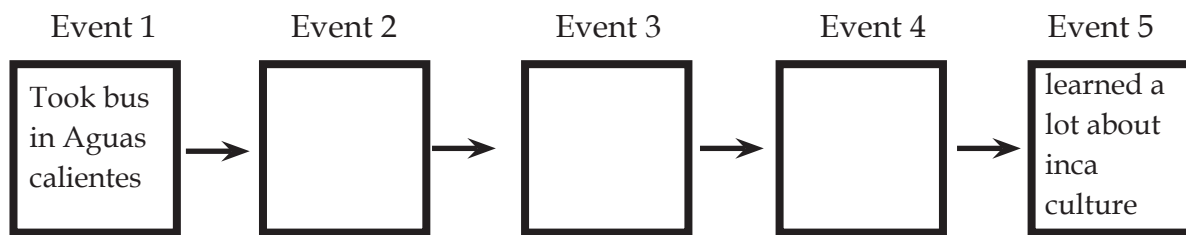
Read the postcard and complete the diagram.

Dear Sylvia,
How's everything? We just came back from our vacation in Peru.
It was fantastic.

Machu Picchu is an Inca city in the Andes Mountains.
We took a bus in Aguas Calientes and arrived in Machu Picchu in the morning.
We spent the day there and went to Cuzco in the evening.

In Cuzco we hired a Peruvian guide, and we learned a lot about The Inca culture.

Talk to you soon,
Peter and Julie.



After completing the diagram, make a postcard telling your friend your experience when you were away. Use the following questions to guide you.

- Where did you go?
- What happened first?
- What happened next?
- What happened at the end?

Activity 2



Edit the text below so that it makes sense. Things to look for are apostrophes, capitals, commas, and spelling.

Down the Drain

one saturday evening while washing the dishes mum accidentally knocked her favourite ring on the tap immediately she glanced to see if it was all right to her horror she noticed that one of the gems was missing without thinking she pulled the plug out and observed the green stone slid under a plate and go down the drain mum was dreadfully upset because it was her grandmother's ring.

(Taken from O'Brien & Purcell, 1998)

Homework

Write a recount text of your own. Think about a memorable event in your life. Remember these points when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

Summary

In this unit, you have learned

- how to respond to spoken recount being told to you;
- how to make spoken recount of your own;
- how to respond to written recount; and
- how to make written recount of your own.

You have also learned these.

- Recount is a text which has social function to retell events for the purpose of informing or entertaining.
- When you tell about the happenings in the past, it means that you make a recount text.
- A recount text begins with information about who, where, and when; continues to list the events that happened; and ends with a closure.

Evaluation

Rearrange the following sentences into the correct order.

1. His life ended with his being hanged in Melbourne jail.
2. He was the leader of the Kelly Gang.
3. At the age of eleven, his father died.
4. Ned Kelly is Australia's best known bushranger.
5. Ned drifted into crime, being arrested as a fifteen-year-old for bushranging.
6. Soon after, he was sent to prison for three years for horse theft.
7. As he felt victimized, Ned finally embarked on three years of violent crime.

Reflection

1. I think I know how to retell past events to inform or to entertain.
2. Part of this unit that is the most impressive is _____

Vocabulary List

Words	Parts of Speech	Phonetic Transcription	Indonesian Equivalent
altitude	n	[ˈæltɪtjuːd]	ketinggian di atas permukaan air laut
bushranger	n	[bʊʃˈreɪndʒə]	penguasa hutan
day off	n	[deɪɒf]	liburan
entertaining	adj.	[entəˈteɪnɪŋ]	bersifat menghibur
event	n	[ɪˈvent]	kejadian
experience	n	[ɪkˈspɪəriəns]	pengalaman
gem	n	[dʒem]	batu permata
pleasant	adj.	[ˈplezənt]	menyenangkan
sequence	n	[ˈsiːkwəns]	urutan

Fun Page

Read the poems, and then answer the questions that follow.

Poem 1

Birthday Boy

When I was one
It was so much fun.
When I was two
The world was new.

Then I turned quickly
Into a boy of three.
One year more
And I was four.

Now I'm happy to say
I'm a year older today.
And soon you'll see
Another birthday party for me

Do you know
How old I'll be?

Poem 2

The Little Turtle

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.
He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.
He caught the mosquito.
He caught the flea.
He caught the minnow.
And he didn't catch me.

Vachel Lindsay

Questions:

1. What is Poem 1 about?
2. How old is the boy now?
3. How old will the boy be?
4. What is Poem 2 about?
5. What could the turtle do?
6. What couldn't the turtle do?