

Recount

A. Modeling

Activity 1

Think of your answer to the following questions!

1. How many times do you have picnics a year?
2. Where do you usually go for a picnic?
3. Where was the last picnic you went?
4. When did you go there?
5. How did you go there?
6. What did you do there?
7. Did you enjoy it?

Activity 2

In pairs, tell your partner about your picnic!

Activity 3

Read the following passage! Pay attention to the way how the writer recounts his picnic to Tawangmangu.

Going to Tawangmangu

On Sunday last week, my family and I went to a tourist resort, called, Tawangmangu.

It was beautiful Sunday morning. My father, mother, brother, and I went there by our family wagon. We brought some food, fruits, and drinks for our lunch there. We departed from our house at 10.00 o'clock. My father drove the car in a medium speed so that we could enjoy the sceneries along the road all the way to Tawangmangu. An hour later, the car began to hike bending and steep roads. We were a bit tensed and quiet to let my father concentrate on the roads. Half an hour after that, we came to a market, the busiest market in town. We hiked more or less a kilometer again, and came to Balekambang Park. We parked our car just in front of the park at 11.00 o'clock.

We left everything in the car, except our sun glasses and hats. We rode on horsebacks to 'Grojogan Sewu' water fall. After having paid the tickets, we walked down the steep and bending paths. We had enjoyed feeding the playing monkeys with peanuts before we finally came to the site. We went down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall. There were a lot of people there. They were all happy, although they were all wet.

Being satisfied with the fall we went back to the park. We were very tired. After having paid the tickets we went in the park, bringing all the food, fruits, and drinks we had, including a large plastic mat to sit. My brother was carrying the food and the drink, while I was bringing the mat on my shoulder. After having found a shady place, we unfolded the mat and started enjoying the meal and drink.

At 15.00 o'clock we went home. We were tired and sleepy all the way home, but we were satisfied with our picnic.

Activity 4

Answer the following questions to understand the way the writer retell his account of his picnic to Tawangmangu!

1. How many paragraphs are there in the passage?
2. What does each paragraph tell about?
3. How would you name the first paragraph?
4. How would you name paragraph 2, 3, and 4?
5. How would you name the last paragraph?

Paragraph	Content	Staging
1		
2		
3		
4		
5		

6. What tense is used in the passage?
7. What type of conjunction is mostly used in the passage?
8. What type of verb is mostly used in the passage (doing, being, saying, or behaving)?
9. What does 'the site' in line 18 refer to?
10. What does 'the mat' in line 27 refer to?

Activity 5

Referring back to the questions 2-5 in Activity 4, the passage can be cut into three stages as follows:

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We left everything in the car, except our sun glasses and hats. We rode on horsebacks to 'Grojogan Sewu' water fall. After having paid the tickets, we walked down the steep and bending paths. We had enjoyed feeding the playing monkeys with peanuts before we finally came to the site. We went

Orientation

Sequence of
Events 1

Sequence of
Events 2

down to the river. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall. There were a lot of people there. They were all happy, although they were all wet.

Being satisfied with the fall, we went back to the park. We were very tired. After having paid the tickets we went in the park, bringing all the food, fruits, and drinks we had, including a large plastic mat to sit. My brother was carrying the food and the drink, while I was bringing the mat on my shoulder. After having found a shady place, we unfolded the mat and started enjoying the meal and drink.

Sequence of
Events 3

At 15.00 o'clock we went home. We were tired and sleepy all the way home, but we were satisfied with our picnic.

Reorientation

Discussing them with your partner, answer the following questions?

1. What does 'Orientation' function for the rest of the passage?
2. What aspects does it contain?
3. What do the sequences of events 1, 2 and 3 play a role for the passage?
4. How important is the 'Reorientation' for the passage?
5. What does the whole passage function for?
6. Write your own Orientation of your own recounts! One is given for the example.

1	Last year, my family and I visited my grandma in a beautiful, calm, small village, called, Karang Anom.
2	
3	
4	
5	

Activity 6

Pay attention to the following sentences from the passage!

It **was** beautiful Sunday morning. My father, mother, brother, and I **went** there by our family wagon. We **brought** some food, fruits, and drinks for our lunch there. We **departed** from our house at 10.00 o'clock. ...

In general a single happening in the past is expressed by **verb of past simple tense**. To highlight the use of this verb, complete the following passage about Rip van Winkle with the right verbs of past simple tense!

...

Rip van Winkle ... (spend) a lot of time in the inn because he ... (be), in fact, a very lazy man. He ... (be) happy to do just enough work to get by. Instead of working on his farm, he ... (go fishing) or hunting, or ... (sit) in the village inn talking to his friends. His family ... (be) very poor and his wife ... (use to get) at him. "What kind of farmer are you", she ... (say). "Why don't you get down to some work, you lazy man!"

After argument with his wife, he always ... (go) off hunting with his dog, Wolf. One day, after another argument, he ... (go) further than usual in the woods and ... (come) to a beautiful valley, high in the mountains. Suddenly, he ... (hear) a strange voice calling his name. An old man, dressed in old fashioned clothes, ... (try to carry) a barrel and ... (ask) Rip to help him. Rip ... (agree). They ... (take) the barrel to a cave, where there ... (be) more people, dressed in the same strange clothes. After that, the old man ... (give) him a drink from the barrel. He immediately ... (fall) into a deep sleep.

(Adapted from Harris, et. al., 2000, p. 26)

Activity 7

Pay attention to the following sentences from the passage!

1. **After** having paid the tickets, we walked down the steep and bending paths
2. We had enjoyed feeding the playing monkeys with peanuts **before** we finally came to the site.
3. **While** enjoying the flying cool fresh water vapor, we were walking in the river **until** we arrived at just under the fall
4. My brother was carrying the food and the drink, **while** I was bringing the mat on my shoulder

Happenings in the past can be combined through time conjunctions such as: *before, after, as soon as, while, when, until*, etc.

If two happenings in a row in the past are combined with conjunctions: *after, before, as soon as, soon after*.

However, in the case of two happenings in the past co-occurring in the same time, the conjunction is *while*, or *when*. One enduring event uses past continuous (was/were + V-ing), the other uses past simple tense (V-ed1), or both use simple past or past continuous tense, depending on the happenings.

Discuss with your partner, and write a combination of 2 sentences or more in the past! One is done for you.

1	We had locked the door before we left the house.
2	
3	
4	
5	
6	
7	
8	

Activity 8

Pay attention to the following sentences from the passage!

1. They were all happy, **although** they were all wet.
2. Being satisfied with the fall, we went back to the park.
3. We were tired and sleepy all the way home, **but** we were satisfied with our picnic.

If the two happenings are combine with logical conjunctions, such as: but, and, although, because, etc, they all use simple present tense verbs. Write five other complex sentences with logical conjunctions!

1	
2	
3	
4	
5	

Activity 9

Complete the following text with appropriate conjunctions or connecting conjunctive relations: *while, after, suddenly, immediately, later, as soon as, before, in the end* and **correct verbs**.

One day, (1) _____ Rip (2) _____ (have) breakfast, he (3) _____ tell his grandchild a story. “Once upon a time, there lived a poor man called Stan. He decided to kill a dragon to get its treasure.

(4) _____ he (5) _____ (get) to kill a dragon’s cave, he (6) _____ (say) “I am stronger than you.”

“Can you do this?,” (7) _____ (say) the dragon, and it (8) _____ (throw) a stone over a mountain.

(9) _____, Stan (10) _____ (reply): “I’ll have to wait until tomorrow – the moon is in the way.”

(11) _____, the dragon (12) _____ (be) afraid.

(12) _____, the dragon (14) _____ (go) to the men’s bed and (15) _____ (smash) a stone hard on his head. But it (16) _____ (be) very dark and the dragon (17) _____ (not know) that.

(18) _____, Stan (19) _____ (hide) under the bed! The dragon (20) _____ (be) very happy and (21) _____ (laugh) a lot. But (22) _____, Stan (23) _____ (come) in. “I’ve got a headache,” he (24) _____ (say). The dragon couldn’t believe it and (25) _____ (give) Stan all the treasure. (26) _____, Stan and his family (27) _____ (live) happily ever after.”

(Adapted from Harris, et. al., 2000, p. 27)

Activity 10

Pay attention to the following underlined noun groups from sentences in the passage!

1. It was beautiful Sunday morning. My father, mother, brother, and I went there by our family wagon
2. My father drove the car in a medium speed so that we could enjoy the sceneries along the road all the way to Tawangmangu.
3. We left everything in the car, except our sun glasses and hats.
4. We rode on horsebacks to 'Grojogan Sewu' water fall.
5. After having paid the tickets, we walked down the steep and bending paths.
6. While enjoying the flying cool fresh water vapor, we were walking in the river until we arrived at just under the fall.
7. After having paid the tickets we went in the park, bringing all the food, fruits, and drinks we had, including a large plastic mat to sit.

These noun groups can be analyzed in the following way.

Pre-Modifier →				Thing	← Post Modifier
Deictic	Num.	Epithet	Classifier		Qualifier
		beautiful	Sunday	morning	
our			family	wagon	
a		medium		speed	
the				sceneries	along the road
our			sun	glasses and hats	
			water	fall	
the		steep and bending		paths	
		flying cool fresh	water	vapor	
a		large	plastic	mat	to sit

Write your own noun groups in the table below. Make sure that you put your words in the right column / classification!

Pre-Modifier →				Thing	← Post Modifier
Deictic	Numeri c	Epithet	Classifier		Qualifier

Activity 11

Referring back to Activity 5, writing an orientation, choose one topic you like best! Continue writing the body (temporal sequence of events) of your previous orientation! You may also write the re-orientation.!

Activity 12

Read the following recounts, and identify the text structure of each text!

<p style="text-align: center;">Remote Control Racing Car</p> <p>On the weekend of the 3rd of March, I went to the Ryde BMX track with Robert and Chris McDonald. When we got there it was very crowded in the car park and we wondered where everyone was because there weren't many people on the BMX track.</p> <p>So we parked the car and then we saw a lot of people surrounding a little track with speeding cars going around it. There were also about five people controlling the cars from a high platform. The cars were about 30 cms long and 15 cms wide with big tread on the tyres and a flap on the front so that they wouldn't tip over.</p> <p>Then after the races they were awarding trophies to the winners. When we were just going, a boy was controlling a car around the track and it was going very fast. Some one else had three wheeler motorbike, but it didn't go as fast. Then we had to go, so we packed up the car and then we left.</p>	
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(*A Brief Introduction to Genre*, 1989: 6)

<p>13/53 Alice St, Lakemba, 29/10/87,</p> <p>Dear Grandpa and Grandma,</p> <p>Yesterday at my school we had International Day. We had performances, food stalls, displays, raffle ticket draw and some of us were dressed in costumes.</p> <p>We Started our day off with performances but the one I liked best was the one from fourth grade. It was about games. The performance I was in was called Labamba.</p> <p>Straight after our performances we had our lunch. There were food stalls. They came from Australia, Asian, Arabic and Greece.</p> <p>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.</p> <p>We had displays in the hall. The se displays were good but I didn't get to see them. The displays came from a lot of countries.</p> <p>There was also a Trash & Treasure stall where they sell toys. The school got these things by asking the children to bring them in.</p> <p>After lunch we had a raffle ticket draw. I didn't win anything but a lot of people did.</p> <p>Although I didn't win anything, International Day was still fun.</p>	
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(*A Brief Introduction to Genre*, 1989: 5)

Activity 13

Based on the previous discussion on the text structure, in groups of 2 or 3, find 2 or 3 passages of recounts in authentic materials such as magazines, newspapers, internets, etc.

B. Working out the Genre in Group

Activity 1

In group of 2 or 3, go for a picnic to a tourist resort or a visit to a family member or friend. Take notes everything you do.

Activity 2

You will discuss your notes in group. Things you discuss in your group involve:

1. Title of your recount.
2. How you begin/orientate your recount in the opening.
3. How you sequence the detailed events in the body: what time markers you will use, what conjunctions you will use, what sentence variation you will apply.
4. Other cohesion system.
5. How you re-orientate your recount.

Activity 3

In group, write a recount of your picnic or visit in a piece of paper! If you have finished, then exchange your recount with your friends'. Check your friends' with a check list in activity 2, and make a comment on it. If you have finished and then return it to your friend, discuss the comment, you may re-write your recount. Finally you submit your recount to your teacher!

C. Working out the Genre individually

Activity 1

Supervised by the teacher, review and discuss mistakes, or inappropriateness of their recounts, which have already been checked and marked.

Activity 2

Individually, go to places such as: museum, library, city, or mall or visit a family member, friend, or places. Take notes everything you do. You will write a recount of your visit in three days! Your individual recount will be marked and returned to you in the following meeting!