

Unit 6 Writing Recount Texts

A hand is shown holding a globe of the Earth, with the continents of Africa and Europe visible. The globe is surrounded by a complex digital interface featuring various lines, arrows, and data points, suggesting a high-tech or global communication theme.

Outline Notes

Genre-based Writing

Unit 6 Writing Recount Texts

Set context

6.1 Introduction

6.2 Overall organisation

6.3 Summary



Unit 6 Writing Recount Texts

Set context:

- 1. Write down three things you did last night within 2 minutes.**



Unit 6 Writing Recount Texts

Set context:

2. Look at the pictures and read the story. Write all the past tense verbs in the boxes.



Last Friday my sister asked me to help her babysit her sleeping boy, my one-year old nephew because she needed to pick up a parcel before the post office closed. Since it would not take her too long to do it, I thought it would be a piece of cake to be a babysitter. After she left, I turned on the TV but soon I heard the baby crying. Immediately, I turned off the TV, ran to the bedroom, took him out of the bed and put him on the ground. Then, I took out the toy I bought for him. To my great surprise, he stopped crying and enjoyed listening to the melody it played. Luckily, my sister came back after a quarter of an hour and I was glad I had done my job successfully.

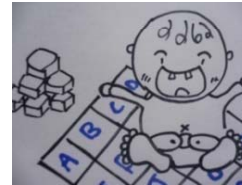
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Unit 6 Writing Recount Texts

Set context:

2. Look at the pictures and read the story. Write all the past tense verbs in the boxes.



asked	needed	closed	took
thought	turned on	left	stopped
heard	turned off	ran	played
put	took out	bought	was
enjoyed	came		

Unit 6 Writing Recount Texts

Set context:

3. Complete the time, place, and characters based on the story above.

Time:

Place:

Characters:



Unit 6 Writing Recount Texts

Set context:

3. Complete the time, place, and characters based on the story above.

Time:

Place:

Characters:



Unit 6 Writing Recount Texts

Set context:

4. Find the best words for the pictures in the boxes.

queue

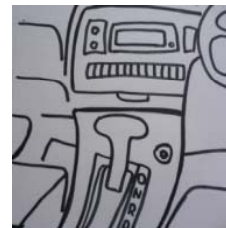
lottery

clamp

handbrake

cinema

parking metre



Unit 6 Writing Recount Texts

6.1 Introduction

The objective of this unit is to learn how to write recounts, that is, to learn how to write about events that have already happened.



Unit 6 Writing Recount Texts

6.2 The overall organisation of a recount text

Look at the text template below to see what sort of information you need to include in each section of your text.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

RECOUNT text template

Topic WHAT THE RECOUNT IS ABOUT	<i>The Topic section is usually the title. It indicates what the recount is about (e.g., a recent event, such as an accident).</i>
Focus GENERAL BACKGROUND INFORMATION	The Focus section gives readers background information about <u>WHAT</u> happened, <u>WHO</u> was involved, <u>WHEN</u> the events happened and <u>WHERE</u> they happened. Sometimes you also need to indicate <u>WHY</u> the events happened. For example, if you are recounting an experiment that you conducted, you will need to say why you decided to conduct the experiment.
Detail SERIES OF EVENTS	All of the relevant events in the order in which they happened.
Conclusion SUMMARY and COMMENT (optional)	In the Conclusion section, you can summarise what happened (SUMMARY) and comment on it (COMMENT).



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Background information

In New Zealand, there is a national lottery twice a week. People can win small amounts of money or much larger amounts. They can also win houses, cars, boats and travel. The chance of winning a large amount of money is very small but lots of people buy tickets for the lottery.

We are going to tell our readers about a particular day last year when a friend living in New Zealand bought a lottery ticket. Remember that a lottery involves luck or chance.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Topic

Let's begin with the **Topic** section of our text. In this case, we can include a title that tells readers what the text is about in a general sense.

<i>RECOUNT text template</i>	
Topic WHAT THE RECOUNT IS ABOUT	<i>Ivy's unlucky lottery ticket</i>



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Focus

Next, we need to write the **Focus section** of our recount text. Here, we need to provide our readers with some general information about **WHAT HAPPENED, WHEN** and **WHERE** it happened and **WHO** was involved. If we wish, we can also say **WHY** it happened. However, we need to be careful not to provide too much information because we want our readers to have a reason for reading further.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

FOCUS:

Last Saturday (**WHEN**), Ivy Wu, a Taiwanese student living in Auckland in New Zealand (**WHO**), bought an unlucky lottery ticket (**WHAT HAPPENED**) at Foodstuff Supermarket in Grey Street (**WHERE**).

FOCUS (General background information)	Last Saturday, Ivy Wu, a Taiwanese student living in Auckland in New Zealand, bought an unlucky lottery ticket at Foodstuff Supermarket in Grey Street.	WHAT happened, WHO was involved, WHEN the events happened and WHERE they happened.
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Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Detail

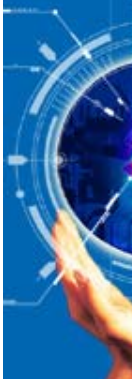
The next task is to write the Detail section of the text. Here we include all the events that happened in order.





On Saturday at 5:50 p.m., Ivy stopped her car on the road outside Foodstuff Supermarket in Grey Street. She wanted to buy a lottery ticket. The lottery ticket counter in the supermarket would close at 6:00 p.m. Ivy had a \$50 note but she had no change for the parking metre and she had no time to get change. She pulled on the handbrake, locked her car and ran into the supermarket. There was a queue at the lottery ticket counter so Ivy had to wait. At 5:59 p.m. she bought a \$5 lottery ticket and then ran back to her car. ↵

Too late! As she ran towards her car, a man in a grey uniform clamped it. If she paid a \$50 fine at the parking office in Wood Street (2 Km. away), her car would be unclamped – but she had only \$45 left. She caught a bus home and paid the \$2 fare. Now she had only \$43. If she borrowed \$11 from her neighbor, she could catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then catch a bus to Grey Street (another \$2 fare) to collect her car. She rang her neighbor's door bell. There was no response. If her neighbor was at work, she would arrive home at 8:00 p.m. If she was at the cinema, she would arrive home after 10:00 p.m. If Ivy reached the parking office after 10:00 p.m., it would be closed. ↵



She had no idea what to do so she went home. She sat at the kitchen table for a long time. Finally, she turned on the television. At 8 p.m., the lottery results appeared on the television screen. Ivy checked her ticket. She had won \$10 – but she had already lost much more than \$10. ↵

Detail ↵
(SERIES OF
EVENTS) ↵

On Saturday at 5:50 p.m., Ivy stopped her car on the road outside Foodstuff Supermarket in Grey Street. She wanted to buy a lottery ticket. The lottery ticket counter in the supermarket would close at 6:00 p.m. Ivy had a \$50 note but she had no change for the parking metre and she had no time to get change. She pulled on the handbrake, locked her car and ran into the supermarket. There was a queue at the lottery ticket counter so Ivy had to wait. At 5:59 p.m. she bought a \$5 lottery ticket and then ran back to her car. ↵

↵
Too late! As she ran towards her car, a man in a grey uniform clamped it. If she paid a \$50 fine at the parking office in Wood Street (2 Km. away), her car would be unclamped – but she had only \$45 left. She caught a bus home and paid the \$2 fare. Now she had only \$43. If she borrowed \$11 from her neighbor, she could catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then catch a bus to Grey Street (another \$2 fare) to collect her car. She rang her neighbor's door bell. There was no response. If her neighbor was at work, she would arrive home at 8:00 p.m. If she was at the cinema, she would arrive home after 10:00 p.m. If Ivy reached the parking office after 10:00 p.m., it would be closed. ↵

↵
She had no idea what to do so she went home. She sat at the kitchen table for a long time. Finally, she turned on the television. At 8 p.m., the lottery results appeared on the television screen. Ivy checked her ticket. She had won \$10 – but she had already lost much more than \$10. ↵

Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conditional sentences

Notice that in the Detail section of the text, there are a number of conditional sentences. In all of these sentences, the verb in the 'if' clause is in the past simple tense (*paid; borrowed; was; reached*) and the other clause has a modal verb (*would; could*) followed by a main verb (*would be; could catch; would arrive; would be*).



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

In texts that refer to present time, conditional sentences that have a past tense verb in the conditional clause and the modal verb 'would' in the main clause are called 'unreal conditionals' or 'hypothetical conditionals' because the condition cannot be fulfilled:

I am at work. If I was at home, I would watch the rugby on television.

Am I at home? No.

Will I watch the rugby on television? No.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

In texts that refer to past time (such as recount texts), conditional sentences that have a past tense verb in the conditional clause and the modal verb 'would' in the main clause are NOT 'unreal conditionals' or 'hypothetical conditionals'. They are 'real conditionals' – the condition can be fulfilled.

The weather was very hot. If Jean went into the shopping mall, she would be cooler.

Can Jean go into the shopping mall? Yes.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Each of the following conditional sentences occurs in a recount that is set in past time and so each of them refers to something that is possible.

If she paid a \$50 fine at the parking office in Wood Street (2 Km. away), her car would be unclamped – but she had only \$45 left.

Could her car be unclamped? **Yes** – if she could pay \$50.
Could she pay a \$50 fine? **Yes** – it would be possible if she borrowed money from her neighbor.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Each of the following conditional sentences occurs in a recount that is set in past time and so each of them refers to something that is possible.

If she borrowed \$11 from her neighbor, she could catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then catch a bus to Grey Street (another \$2 fare) to collect her car.

Could she borrow \$11 from her neighbor? **Probably.**
Could she catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then catch a bus to Grey Street (another \$2 fare) to collect her car? **Yes** - If she borrowed \$11 from her neighbor.

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Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Each of the following conditional sentences occurs in a recount that is set in past time and so each of them refers to something that is possible.

If her neighbor was at work, she would arrive home at 8:00 p.m.

Was her neighbor at work? **Possibly** - she didn't know.
Would she arrive home at 8:00p.m.? **Yes** - if she was at work.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Each of the following conditional sentences occurs in a recount that is set in past time and so each of them refers to something that is possible.

If she was at the cinema, she would arrive home after 10:00p.m

Was her neighbor at the cinema? Possibly - she didn't know.

Would she arrive home after 10:00p.m.? Yes - if she was at the cinema.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Each of the following conditional sentences occurs in a recount that is set in past time and so each of them refers to something that is possible.

If Ivy reached the parking office after 10:00 p.m., it would be closed.

Would Ivy reach the parking office after 10:00p.m?
Possibly.

Would the parking office be closed after 10:00p/m?
Yes.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Temporal sequence

In the Detail section of the text, there are signals of the order of events.

Sometimes the fact that events happen in a particular order is indicated just by their order in sentences:

*She pulled on the handbrake, locked her car
and ran into the supermarket.*



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Temporal sequence

Sometimes, the word 'then' signals the order of events:

At 5:59 p.m. she bought a \$5 lottery ticket
and then ran back to her car.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Temporal sequence

In the following example, the word ‘finally’ indicates that an event happened some time later:

She sat at the kitchen table for a long time.
Finally, she turned on the television.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Temporal sequence

There are other ways of signaling the sequence of events that are not included in the text::

First, she untied the string. Next, she opened the box.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Temporal overlap

In the following sentence, the word ‘as’ signals that two things happened at the same time:

As she ran towards her car, a man in a grey uniform clamped it.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Temporal overlap

There are other ways of signaling that two things happened at the same time that are not included in the text:

He thought about the exam while he walked to work.
He watched television and did his homework at the same time.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Reason-Result

In the following sentence, the word 'so' indicates that the first clause is the **reason** for the second clause:

There was a queue at the lottery ticket counter
so Ivy had to wait.

She had no idea what to do so she went home.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Means-Purpose

In the following sentence, the infinitive ‘to + V’ (e.g., to collect) signals purpose. That is, it indicates that catching a bus to Grey Street is the means by which a particular purpose can be achieved:

If she borrowed \$11 from her neighbor, she could catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then *catch a bus to Grey Street (another \$2 fare)* to collect her car.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Paragraph

There are three paragraphs in the Detail section of the text. Each one has a separate topic. The topic of the first paragraph is buying a lottery ticket. The topic sentence (that is, the sentence that indicates the main topic of the paragraph) occurs at the end of the paragraph:



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Paragraph

On Saturday at 5:50 p.m., Ivy stopped her car on the road outside Foodstuff Supermarket in Grey Street. She wanted to buy a lottery ticket. The lottery ticket counter in the supermarket would close at 6:00 p.m. Ivy had a \$50 note but she had no change for the parking metre and she had no time to get change. She pulled on the handbrake, locked her car and ran into the supermarket. There was a queue at the lottery ticket counter so Ivy had to wait. **At 5:59 p.m. she bought a \$5 lottery ticket and then ran back to her car.**



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Paragraph

The topic of the second paragraph is the fact that Ivy's car was clamped. The topic sentence occurs at the beginning of this paragraph:



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Paragraph

Too late! As she ran towards her car, a man in a grey uniform clamped it. If she paid a \$50 fine at the parking office in Wood street (2 Km. away), her car would be unclamped - but she had only \$45 left. She caught a bus home and paid the \$2 fare. Now she had only \$43. If she borrowed \$11 from her neighbor, she could catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then catch a bus to Grey Street (another \$2 fare) to collect her car. She rang her neighbor's door bell. There was no response. If her neighbor was at work, she would arrive home at 8:00 p.m. If she was at the cinema, she would arrive home after 10:00p.m. If Ivy reached the parking office after 10:00 p.m., it would be closed.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Paragraph

The topic of the third paragraph is the result of buying a lottery ticket. The topic sentence is at the end of the paragraph:



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Paragraph

She had no idea what to do so she went home. She sat at the kitchen table for a long time. Finally, she turned on the television. At 8 p.m., the lottery results appeared on the television screen. Ivy checked her ticket. **She had won \$10 - but she had already lost much more than \$10.**



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conclusion

Our final task is to write the Conclusion section of our recount text. Here, we summarise what happened and we can also add a comment on it.

Ivy's lottery ticket was unlucky although it won \$10. If Ivy had driven past the supermarket, she wouldn't have bought a lottery ticket. If she hadn't bought a lottery ticket, she wouldn't have won \$10 - but she wouldn't have got a \$50 parking fine, either.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conclusion

**Conclusion
SUMMARY
and
COMMENT
(optional)**

Ivy's lottery ticket was unlucky although it won \$10. If Ivy had driven past the supermarket, she wouldn't have bought a lottery ticket. If she hadn't bought a lottery ticket, she wouldn't have won \$10 - but she wouldn't have got a \$50 parking fine, either.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conclusion

Surprise

In the first sentence of the Conclusion, the word ‘although’ indicates that there is a surprise: what is usually true (a winning lottery ticket is lucky) is not true in this case:

Ivy's lottery ticket was unlucky although it won \$10.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conclusion

Conditionals

The final two sentences are conditional ones. They are called ‘unreal conditionals’ or ‘hypothetical conditionals’ because we are not talking about what actually happened. We are talking about what might have happened. The verb group in the conditional clause is *past perfect* (e.g. *had bought*). The verb group in the consequence clause is made up of the modal verb ‘*would*’ + *have* + *past participle* (e.g. *would have eaten*).



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conclusion

Conditionals

If Ivy had driven past the supermarket, she wouldn't have bought a lottery ticket.

Did Ivy drive past the supermarket? No - she stopped at the supermarket.

Did Ivy buy a lottery ticket? Yes.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conclusion

Conditionals

If she hadn't bought a lottery ticket, she wouldn't have won \$10 - but she wouldn't have got a \$50 parking fine, either.

Did she buy a lottery ticket? Yes.

Did she win \$10? Yes.

Did she get a \$50 parking fine? Yes.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conditionals

Here are some more examples of conditional sentences of this type:

If Ivy hadn't bought the lottery ticket, she would still have had \$50.

Did Ivy buy a lottery ticket? Yes.

Does Ivy still have \$50? No.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conditionals

If Ivy had won first prize, she would have been rich.

Did Ivy win first prize? No.

Is Ivy rich? No.

If Ivy had put money in the parking metre, her car wouldn't have been clamped.

Did Ivy put money in the parking metre? No.

Was Ivy's car clamped? Yes.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conditionals

If her neighbor had been at home, Ivy would have borrowed \$11.

Was Ivy's neighbor at home? No.
Did Ivy borrow \$11? No.

If there hadn't been a queue, Ivy's car wouldn't have been clamped.

Was there a queue? Yes.
Was Ivy's car clamped? Yes.



Unit 6 Writing Recount Texts

6.2 Overall organisation of a recount text

Conditionals

If Ivy had had coins for the parking metre, she would have paid the parking charge.

Did Ivy have coins for the parking metre? No.

Did Ivy pay the parking charge? No.



Unit 6 Writing Recount Texts

6.3 Summary

Now let's summarise what we have learned about conditional sentences in this unit.

Conditional sentences

In texts that refer to present time, conditional sentences that have a present verb in the conditional clause and the modal verb 'will' in the main clause are called 'real conditionals' because the condition can be fulfilled:

If it rains, I'll take my umbrella.

Will it rain? Possibly.

Will I take my umbrella? Yes - if it rains.

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Unit 6 Writing Recount Texts

6.3 Summary

Conditional sentences

In texts that refer to present time, conditional sentences that have a past tense verb in the conditional clause and the modal verb 'would' in the main clause are called 'unreal conditionals' or 'hypothetical conditionals' because the condition cannot be fulfilled:

I am at work. If I was at home, I would watch the rugby on television.

Am I at home? No.

Will I watch the rugby on television? No.



Unit 6 Writing Recount Texts

6.3 Summary

Conditional sentences

In texts that refer to past time (such as recount texts), conditional sentences that have a past tense verb in the conditional clause and the modal verb 'would' in the main clause are NOT 'unreal conditionals' or 'hypothetical conditionals'. They are 'real conditionals' - the condition can be fulfilled.

The weather was very hot. If Jean went into the shopping mall, she would be cooler.

Can Jean go into the shopping mall? Yes.



Unit 6 Writing Recount Texts

6.3 Summary

Conditional sentences

The following conditional sentence occurs in a recount that is set in past time and so each of them refers to something that is possible.

If she paid a \$50 fine at the parking office in Wood Street (2 Km. away), her car would be unclamped - but she had only \$45 left.

Could her car be unclamped? Yes- if she could pay \$50.

Could she pay a \$50 fine? Yes - it would be possible if she borrowed money from her neighbor.

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Unit 6 Writing Recount Texts

6.3 Summary

Conditional sentences

Conditional sentences where the verb group in the conditional clause is *past perfect* (e.g. *had bought*) and the verb group in the consequence clause is made up of the modal verb '*would*' + *have* + *past participle* (e.g. *would have eaten*) are 'unreal conditionals' or 'hypothetical conditionals':

If Ivy had driven past the supermarket, she wouldn't have bought a lottery ticket.

Did Ivy drive past the supermarket? No - she stopped at the supermarket.

Did Ivy buy a lottery ticket? Yes.

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Unit 6 Writing Recount Texts

A hand is shown holding a glowing globe. The globe is surrounded by a circular digital interface with various icons and lines. In the background, there are vertical columns of blue digital data. The entire scene is set against a light blue background.

Task 1

Genre-based Writing

Unit 6 Writing Recount Texts



Task

Now it's your turn to write a recount text. Using the text template below, write a recount text.

You could write about something that happened to you or to a friend of yours or you could write about something that you read in a book or a newspaper.

Try to include some conditional sentences in your text. You can refer to the recount text about Ivy while you write your own text.



Unit 6 Writing Recount Texts



Task

Now it's your turn to write a recount text. Using the text template below, write a recount text.

You could write about something that happened to you or to a friend of yours or you could write about something that you read in a book or a newspaper.

Try to include some conditional sentences in your text. You can refer to the recount text about Ivy while you write your own text.

Ivy's unlucky lottery ticket



Unit 6 Writing Recount Texts

RECOUNT text template

Topic

WHAT THE
RECOUNT IS
ABOUT

Ivy's unlucky lottery ticket

Focus

GENERAL
BACKGROUND
INFORMATION

Last Saturday, Ivy Wu, a Taiwanese student living in Auckland in New Zealand, bought an unlucky lottery ticket at Foodstuff Supermarket in Grey Street.

Detail

SERIES OF
EVENTS

On Saturday at 5:50 p.m., Ivy stopped her car on the road outside Foodstuff Supermarket in Grey Street. She wanted to buy a lottery ticket. The lottery ticket counter in the supermarket would close at 6:00 p.m. Ivy had a \$50 note but she had no change for the parking metre and she had no time to get change. She pulled on the handbrake, locked her car and ran into the supermarket. There was a queue at the lottery ticket counter so Ivy had to wait. At 5:59 p.m. she bought a \$5 lottery ticket and then ran back to her car.

Unit 6 Writing Recount Texts

Too late! As she ran towards her car, a man in a grey uniform clamped it. If she paid a \$50 fine at the parking office in Wood street (2 Km. away), her car would be unclamped - but she had only \$45 left. She caught a bus home and paid the \$2 fare. Now she had only \$43. If she borrowed \$11 from her neighbor, she could catch a bus to Wood Street (a \$2 fare), pay the \$50 fine and then catch a bus to Grey Street (another \$2 fare) to collect her car. She rang her neighbor's door bell. There was no response. If her neighbor was at work, she wouldn't arrive home before 8 p.m. If she was at the cinema, she might not arrive home till much later. If Ivy reached the parking office after 10 p.m., it would be closed. +

Unit 6 Writing Recount Texts

She had no idea what to do so she went home. She sat at the kitchen table for a long time. Then she took the lottery ticket out of her purse, put it on the table and turned on the television. At 8 p.m., the lottery results appeared on the television screen. First, Ivy looked at the numbers on the television screen. Next, she looked at the numbers on her ticket. Finally, she put the ticket back in her purse and sighed. She had won \$10 - but she had already lost much more than \$10. ↓

↩

Conclusion ↩

SUMMARY and

COMMENT · ·

(optional) ↩

Ivy's lottery ticket was unlucky although it won \$10. If Ivy had ↩ ↩
driven past the supermarket, she wouldn't have bought a lottery ↩
ticket. If she hadn't bought a lottery ticket, she wouldn't have wo ↩
\$10 - but she wouldn't have got a \$50 parking fine, either. ↩

Unit 6 Writing Recount Texts

Student Number:

RECOUNT text template

Topic
WHAT THE
RECOUNT IS
ABOUT

Focus
GENERAL
BACKGROUND
INFORMATION

Detail
SERIES OF
EVENTS

Conclusion
SUMMARY and
COMMENT
(optional)



Unit 6 Writing Recount Texts



The End

Genre-based Writing