

Reporting on a Topic

Name: _____

Date: _____

Score: _____ / 10



Quick Review

When you report on a topic OUT LOUD, organize your talk with a clear INTRODUCTION, MAIN POINTS in order, and a strong CONCLUSION. Speak at an understandable PACE, make EYE CONTACT, and back each main point with SUPPORTING DETAILS.

PRACTICE

Choose or write the BEST answer for each item.

- Which is the BEST OPENING sentence for a class report on the Monarch butterfly?
 - The Monarch butterfly is a kind of insect, and insects are pretty cool to study.
 - Today I will tell you everything I know about Monarch butterflies because they are amazing.
 - I think the Monarch butterfly is the best butterfly in the world, and you should too.
 - Each fall, the Monarch butterfly makes one of the longest migrations of any insect — and today I'll explain how.
- Which is the BEST way to ORGANIZE the BODY of a report?
 - main points in a logical order, each with supporting details
 - random facts in whatever order you remember them
 - as many words as possible with no plan or section breaks
 - only the closing sentence repeated three times
- Which is the BEST SUPPORTING DETAIL for the main point “*Monarchs travel huge distances*”?
 - Monarchs are orange and black, with white spots on the wing edges.
 - My grandma plants milkweed for them in her front garden.
 - Many Monarchs fly up to 3,000 miles from Canada to central Mexico every fall.
 - Honeybees are also important pollinators in North America.
- Which is the STRONGEST CONCLUSION for a class report?
 - Well, thanks for listening, I guess that's the end of it.
 - Because Monarchs travel so far, depend on milkweed, and face new threats, protecting their migration matters for everyone who shares this continent.
 - I might say more about Monarchs later if I have time to research them.
 - Monarchs are pretty good butterflies, all things considered.



- 5. Which is the BEST PACE for delivering a class report?
 - A. as fast as possible so you finish before anyone gets bored
 - B. a steady pace, with short pauses between main points
 - C. very slow, with long silences between every word
 - D. different speeds for no clear reason from sentence to sentence
- 6. Why does EYE CONTACT matter when you report?
 - A. it forces the audience to nod and look back at you constantly
 - B. it lets you skip preparing your notes
 - C. it makes the audience feel uncomfortable on purpose
 - D. it shows confidence and helps the audience feel included
- 7. Which is the BEST way to use NOTES during a talk?
 - A. use brief KEY-POINT notes and look up at your audience often
 - B. read every word from a full script without looking up
 - C. memorize a different report and recite that one instead
 - D. leave all notes at home and make everything up on the spot
- 8. Which is a SIGN that a report is WELL ORGANIZED?
 - A. the speaker jumps between topics with no transitions
 - B. the listener feels lost about a minute in
 - C. each main point clearly follows the last, and the conclusion ties back to the introduction
 - D. the speaker repeats the same sentence many times to fill space
- 9. Pick a topic you could report on for two minutes. Write a clear OPENING sentence that names the topic and previews TWO main points.

- 10. Write a strong CONCLUSION for your report from item 9. Tie back to your two main points.



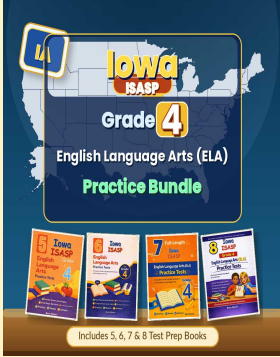
Answer Keys

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| Explanations | |
|--------------|---|
| 1. D | D names the topic AND previews the talk (migration → how) — a strong informative hook. A is vague and drifts to all insects. B is a weak overview promise (<i>everything I know</i>). C is opinion, not the task of an informative report. |
| 2. A | A is the backbone of any informative talk. B loses the audience, C drowns the listener in unstructured speech, and D isn't a body at all. |
| 3. C | C is a SPECIFIC FACT (3,000 miles) tied directly to the main point about distance. A describes appearance, B is a personal detail, and D switches to a different species. |
| 4. B | B restates the three main points AND ties them to a larger purpose — the job of a strong conclusion. A is a flat sign-off, C delays the conclusion, and D is vague and judgmental. |
| 5. B | Steady pacing with pauses lets the audience follow the structure. A rushes past meaning, C makes the audience lose the thread, and D feels disorganized. |
| 6. D | D is the real purpose: connection and confidence. A misreads eye contact as control, B substitutes it for prep, and C inverts the goal. |
| 7. A | A balances preparation with connection. B kills eye contact, C is dishonest, and D is unprepared. |
| 8. C | C names the real test: clear flow AND a return to the opening. A, B, and D all describe weak or disorganized talks. |
| 9. | Answer: Examples: (1) Today I'll share why the Pacific octopus is one of the smartest invertebrates by looking at two things: how it solves problems and how it changes color to communicate. (2) Volcanoes shape the land in two big ways — by building new mountains and by changing soil — and today I'll explain both. Accept any opening that (a) names a clear topic AND (b) previews at least TWO main points. NOT acceptable: openings that only name the topic, or that preview only one point, or that begin with opinion rather than topic. |
| 10. | Answer: Examples: (1) From opening jars to flashing color patterns, the Pacific octopus shows that big brains can come in unusual bodies — and that's why scientists are still discovering new things about it every year. (2) Whether they're raising new mountains or refreshing old soil, volcanoes turn out to be builders more often than destroyers — and that's why people still choose to live near them. Accept any closing that (a) restates or echoes the TWO main points from item 9 AND (b) signals the end of the talk. NOT acceptable: a closing that introduces a brand-new point, that drops one of the two main points, or that simply says <i>thanks for listening</i> . |



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