

# Presenting Claims with Focus and Coherence

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 10



## Quick Review

A strong Grade 7 presentation (1) opens with a CLEAR CLAIM and PREVIEWS the structure, (2) presents the SALIENT POINTS in LOGICAL ORDER, (3) supports each point with PERTINENT details and examples, (4) uses APPROPRIATE EYE CONTACT, ADEQUATE VOLUME, and CLEAR PRONUNCIATION, and (5) closes by tying findings back to the claim. Random hops between facts confuse the audience.

## PART 1 — READ

Read the passage. Then answer the questions.

### Transcript: Maya's presentation - How a Volcano Erupts

(1) Today I'll explain how a volcano erupts in three connected stages: pressure building underground, magma rising through the conduit, and material being released at the surface. (2) My main claim is that a volcanic eruption is not a single sudden event but the result of three connected stages that scientists can monitor.

(3) FIRST, pressure builds underground when molten rock - called MAGMA - collects in a magma chamber several kilometers below the surface. (4) Gases dissolved in the magma push outward against the surrounding rock, raising the pressure inside the chamber. (5) Seismometers can detect tiny tremors caused by this rising pressure days or weeks before an eruption.

(6) SECOND, when the pressure exceeds the strength of the surrounding rock, magma forces its way upward through a CONDUIT - a narrow passage that connects the magma chamber to the volcano's vent. (7) As the magma rises, the drop in pressure allows the dissolved gases to expand rapidly, much like the carbon dioxide in a soda bottle that has just been shaken. (8) That gas expansion is what gives an eruption its explosive power.

(9) THIRD, the eruption itself releases lava, ash, and volcanic gases through the vent. (10) Different volcanoes produce different mixtures - some flow slowly as lava, while others throw ash and rock several kilometers into the air. (11) Volcano gift-shop t-shirts are pretty cool according to my cousin who visited Iceland.

(12) So in summary, three connected stages - pressure building, magma rising, and material releasing - turn a quiet mountain into an active volcano, and each stage gives scientists a measurable signal they can use to warn nearby communities. (13) That is why active volcanoes are monitored 24 hours a day by national observatories.

## PART 2 — PRACTICE

Read the presentation transcript and answer the items.



1. Which sentence is Maya's OPENING that announces the topic AND previews the structure?
  - A. Sentence (4) - Gases dissolved in the magma push outward against the rock.
  - B. Sentence (10) - Different volcanoes produce different mixtures.
  - C. Sentence (6) - Magma forces its way upward through a conduit.
  - D. Sentence (1) - Today I'll explain how a volcano erupts in three connected stages: pressure building underground, magma rising through the conduit, and material being released at the surface.
2. Maya organizes her presentation as STAGE 1 then STAGE 2 then STAGE 3. What kind of organization is this?
  - A. Compare-and-contrast order between two opposite ideas.
  - B. Random order, with no clear plan.
  - C. SEQUENCE order in the actual TIME ORDER the stages happen during a volcanic eruption.
  - D. Cause-and-effect order with multiple effects from the same cause.
3. Sentence (11) reads: *Volcano gift-shop t-shirts are pretty cool according to my cousin who visited Iceland.* What is the PROBLEM with this sentence in this presentation?
  - A. The sentence is OFF TOPIC - the presentation explains how eruptions happen, and a t-shirt anecdote does not support that.
  - B. The sentence is too short.
  - C. The sentence is the only sentence in stage 3.
  - D. The sentence is a fact about clouds.
4. Where would Maya's sentence (11) about t-shirts BEST go?
  - A. Right between sentences (3) and (4) inside stage 1.
  - B. Inside stage 2, right after the soda-bottle simile.
  - C. Cut it from this presentation entirely - it does not belong in a how-eruptions-happen claim.
  - D. At the very beginning, replacing sentence (1).
5. Which transition word in the presentation SIGNALS the next stage in the sequence?
  - A. By the way,
  - B. In contrast,
  - C. On the other hand,
  - D. THIRD,
6. Maya's CLOSING sentences (12) - (13) are strong because they...
  - A. ...ask a brand-new question with no answer.
  - B. ...summarize the three stages, name them in order, AND tie them back to a real-world significance (24-hour monitoring of communities).
  - C. ...repeat sentence (1) word for word.
  - D. ...start a completely new topic about earthquakes.



7. Imagine Maya SCRAMBLES the presentation and gives the stages in the order 3 - 1 - 2. What is the MOST LIKELY effect on the audience?
- A. The audience will follow more easily because shorter is better.
  - B. The audience will be more interested because surprise is fun.
  - C. The audience will not notice any difference at all.
  - D. The audience will get CONFUSED because the stages no longer match the time order in which a volcano actually erupts, so listeners will have to mentally re-sort the information.
8. Maya wants to ADD one more sentence to make stage 2 stronger. Which addition BEST fits the logical sequence of the presentation?
- A. The most expensive volcano-themed movie ever cost about \$200 million to make.
  - B. My family really likes hiking near mountains in the summer.
  - C. In the 2010 eruption of Iceland's Eyjafjallajokull volcano, the rapid expansion of gases threw an ash cloud high enough to disrupt European air traffic for six days, illustrating how powerful that stage-2 gas expansion can be.
  - D. Some movies about volcanoes are pretty scary.
9. Maya is delivering the speech aloud. Which DELIVERY CHOICE is BEST for the formal presentation?
- A. Maya looks only at her notes for the whole presentation and reads in a near-whisper.
  - B. Maya looks at the audience at the beginning of each stage, speaks at a clear, even volume, and pronounces specialized words (*magma, conduit, seismometers*) carefully.
  - C. Maya stares at the ceiling the entire time so she doesn't get nervous looking at people.
  - D. Maya yells at top volume so everyone can definitely hear every word.
10. Imagine Maya replaces sentence (1) with the casual line: *So like, today I'll just kinda talk about volcanoes and stuff.* What is the PROBLEM with this revision?
- A. The new sentence is in a different language.
  - B. The new sentence is too short to be a sentence.
  - C. The new sentence DROPS the structure preview AND the precise claim, so the audience no longer knows what three stages they should expect to hear about.
  - D. The new sentence does not mention any specific country.



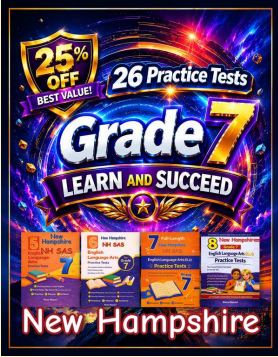
# Answer Keys

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| Explanations |                                                                                                                                                                                                                                                  |
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| <b>1. D</b>  | Sentence (1) NAMES the topic (how a volcano erupts) AND previews the structure (three connected stages). A is supporting detail for stage 1. B is a detail in stage 3. C is the topic sentence of stage 2.                                       |
| <b>2. C</b>  | C names the structure: each stage happens IN TIME ORDER as a volcano erupts. A is wrong (no comparison). B contradicts the clear plan. D is partly related but isn't the organizing structure.                                                   |
| <b>3. A</b>  | Sentence (11) is unrelated to the eruption sequence and breaks the focus of stage 3. A names the real problem. B is wrong (length isn't the issue). C is false. D is false.                                                                      |
| <b>4. C</b>  | Because the topic is HOW VOLCANOES ERUPT, a t-shirt anecdote does not belong anywhere in this presentation. A and B insert it into the eruption sequence. D would replace the topic sentence with an off-topic joke.                             |
| <b>5. D</b>  | <i>THIRD</i> marks the next step in a stage sequence. <i>In contrast</i> and <i>On the other hand</i> signal opposition. <i>By the way</i> signals an aside, not sequence.                                                                       |
| <b>6. B</b>  | B names the work a strong closing does: summarize structure AND tie back to real-world importance. A leaves the audience hanging. C is mere repetition. D abandons the topic.                                                                    |
| <b>7. D</b>  | Sequence presentations rely on TIME ORDER. Breaking that order forces listeners to mentally re-sort the information, which usually causes confusion. A is irrelevant to order. B confuses surprise with clarity. C is unrealistic.               |
| <b>8. C</b>  | C deepens stage 2 (gas expansion) with a logically connected, real-world example (a named 2010 eruption and the measurable consequence). A is movie trivia. B is personal preference. D is opinion about movies.                                 |
| <b>9. B</b>  | B names the three delivery markers Grade 7 standards expect: appropriate eye contact, adequate volume, and clear pronunciation of domain words. A is too quiet AND avoids eye contact. C avoids eye contact. D substitutes loudness for clarity. |
| <b>10. C</b> | Sentence (1)'s job is to PREVIEW the structure (three stages, named in order). The casual revision deletes that preview, so the audience loses the roadmap for the rest of the talk. A is false. B is false. D is irrelevant.                    |



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