**Grammar Study Sheet|** Lower Secondary

1st Semester 2023/2024 Stage (6-8)

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| **Name:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Subject: English – Open and Closed Questions** |
| **Unit 3: Terrific Technology** |
| **Date:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Class: Grade 7CS – Section: \_\_\_\_\_\_\_\_\_\_** |

**Objective:**

* to use different forms of questions in a way that serves the purpose of writing. **­­­**

**Open and Closed Questions**

Questions are very powerful tools when used properly. There are various types of questions that can be used to create a range of **different responses**.

**Closed Question**

**Example: Do you want a robot servant?**

1. **can be answered with a single word response**
2. **yes or no answer**
3. **choice from a list of options**
4. **identifies a piece of information**

**Open Question**

**Example: What do you think of robots as servants?**

1. **cannot be answered with a single word response**
2. **requires a more thoughtful answer *than yes or no*- a longer, more detailed response**

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*How you phrase a question will depend on what type it is.*

Closed questions are phrased differently from open questions.

Closed questions often begin with:

**Do you ………… Would you …….. Can you ……….. Did you ………. What …..**

**Who …….. When………… Where ……………. Are you ……..**

**Complete** each **closed question** by adding a beginning from the box. The first one is done for you.

|  |  |
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| 1. Do you like robots? 2. \_\_\_\_\_\_\_\_\_\_\_ is its name? 3. \_\_\_\_\_\_\_\_\_\_\_ afford a robot? 4. \_\_\_\_\_\_\_\_\_\_\_ satisfied with your robot? 5. \_\_\_\_\_\_\_\_\_\_\_ did first see your robot? | 1. \_\_\_\_\_\_\_\_\_\_\_ is in charge? 2. \_\_\_\_\_\_\_\_\_\_\_ will it be ready to collect? 3. \_\_\_\_\_\_\_\_\_\_\_ find the ‘on’ button? 4. \_\_\_\_\_\_\_\_\_\_\_ buy the robot? |

**Open questions** often begin with:

**Why ………….. What ……….. How ………..**

**Complete** the following **open questions** using the words from the box.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ can robots benefit society?
2. \_\_\_\_\_\_\_\_\_\_\_\_\_ might robots be considered a threat to humans?
3. \_\_\_\_\_\_\_\_\_\_\_\_\_ could happen if robots became too intelligent?
4. \_\_\_\_\_\_\_\_\_\_\_\_\_ potential advances are there likely to be in the field of robotics in the next ten years?

**Leading and rhetorical questions**

**Leading question**

**Example: Why are robot servants bad for humans?**

1. **leads the answer by using the word *bad***
2. **prompts the responder to provide examples of how robot servants would be bad for humans**
3. **suggests the responders answer will agree with the question**

**Rhetorical question**

**Example: Who wouldn’t want a robot servant?**

1. **doesn’t really require an answer**
2. **it assumes everyone would want a robot**
3. **makes the responder think about the idea**
4. **often used in speeches to connect with the audience**

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**Decide which of the following are leading questions and which are rhetorical**

1. Artificial intelligence is always a good thing, isn’t it? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Is there any doubt that robots will continue to become more advance? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why do robots help humanity to progress? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Why do robots that look like humans scare people ? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Surely human kind would suffer without technological advancement? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Identify the different kinds of questions used in this extract from a speech about A.I.**

**[1]**"Isn't it wonderful that we no longer have to do boring, tedious tasks? **[2]** Can you think back to what it was like before we invented A.l.? **[3]** You couldn't complete half the tasks you can now, could you? **[4]** And what about the dangers involved? **[5]** Weren’t miners, oil workers, and construction workers all at risk? **[6]** Now we have robots to do all those tasks, isn't it easier? **[7]** Whoever thinks A.l. is a danger surely can't understand the benefits, can they? **[8]** Aren't trouble-makers causing unrest for no reason?'.

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| **[1]** |
| **[2]** |
| **[3]** |
| **[4]** |
| **[5]** |
| **[6]** |
| **[7]** |
| **[8]** |