Chapter II

YES-NO QUESTIONS

This chapter deals with the syntax of the formation of Yes-No questions in English and Kannada. First section of this chapter explores the study of the formation of Yes-No question in English. The syntactic structure of Kannada is different from that of English. The sentence structure in English is subject-verb-object whereas in Kannada it is subject-object-verb. While English is SVO language, Kannada is SOV language and the word order in English is fixed, it is relatively free in Kannada. This is what makes it necessary to concentrate on the formation of Yes-no questions in English at the beginning and secondly, it offers ample opportunities to analyse the structure of interrogative sentences in both the languages.

Yes-no questions are usually formed by placing the operator before the subject and using 'question intonation' rise or fall. Let us consider the derivation of the following sentences.

1. He is writing ⇒ Is he writing?
2. She has come ⇒ Has she come?
3. This could be true ⇒ Could this be true?
Now we can analyse the derivation of the above mentioned sentences (1-3).

4. He-Prest+being-write => Pres-be-he-writing.
5. She-Pres-have-en-come => Pres-have-she-en-come.
6. This-Past-can-be-true => Past-can-this-be-true.

Here, we can notice that in all these structures tense-be, tense-have, tense-modal, is shifted to the left of the subject NP. This is called LF movement or Left Fronting in Transformative Generative Grammar.

We can write interrogative rule as:

7. NP-tense-be => Tense-be-NP.
8. NP-tense-have => Tense-have-NP.
9. NP-tense-modal => Tense-modal-NP.

The following rule combines these three into a single rule:

Interrogative rule (a)

\[
\text{NP-tense-be} \begin{cases} \text{be} \\ \text{have} \\ \text{modal} \end{cases} \iff \text{Tense-be-NP} \begin{cases} \text{be} \\ \text{have} \\ \text{modal} \end{cases}
\]

The rule is to be read as:

If a sentence has tense and \begin{cases} \text{be} \\ \text{have} \\ \text{modal} \end{cases}, tense and \begin{cases} \text{be} \\ \text{have} \\ \text{modal} \end{cases} are shifted to the left of the subject NP. i.e., if a sentence has a be, have or modal following the tense, shifted he tense and following be, have or modal to the left of subject NP.
The following example states the derivation involving the interrogative rule:

10. (a) Has he been working?

(From the Kernel: He has been working.)

10. (b).

```
S
   /\  \\
  /  \\
NP  Pred. Phrase
   /     \\
Pronoun  VP
   /       \\
  AUX   Verb
     |     |
Tense  Perf  Prog
     |     |
He  Pres  have  en  be  ing  work
```

He-pres-have-en-be-ing-work.

Interrogative: Pres-have-he-en-be-ing-work.

Affix Switch: Have-Pres he be-en work-ing.

Has  been  working

Thus, we have the Yes-no Question: Has he been working?

In the earlier stages of the language this generalisation would have been very powerful. For example, here are some Yes-no questions from Shakespeare's play 'As You Like It':

11. a) Know you where you are?

    b) Called your worship?
c) Looks he as freshly as he did?

d) Change your colour?

e) Speak you so gently?

f) Begin you to grow upon me?

In modern English, these Yes-no questions would be said this way:

12.a) Do you know where you are?

b) Did your worship call?

c) Does he look as fresh as he did?

d) Do you change colour?

e) Do you speak so gently?

f) Do you begin to grow upon me?

It is understood that for Shakespeare, the first verb could be moved to the first position in order to transform the underlying statement into a Yes-no question. Obviously, the case is little more complicated in Modern English. In order to understand the way of transforming the underlying statements into a Yes-no question, we must first look at the verb following the tense. In broad terms, tense can be followed by one of the two types of verbs: (1) a modal or helping verb from one of the optional elements in the auxiliary, or (2) if no verb from auxiliary is used, the main verb. We can make the first generalisation: if the tense is followed by a verb auxiliary, 'both the tense and the auxiliary verb move to the front part of the sentence as a unit'. The following statements are transformed by the Yes-no rule into questions-with the application of flip-flop rule.
13. (a) With modals.

I) She can sing
   She-Pre-can-sing \(\Rightarrow\) pre-can-she-sing ?
   Can she sing?

II) He will be ready.
   He-Pres-will be ready \(\Rightarrow\) Pres-will he be ready?
   Will he be ready?

III) I may go.
   I-Pres-may go \(\Rightarrow\) Pres-may I go?
   May I go?

IV) You must work hard.
   You-Pres-must work hard \(\Rightarrow\) Pres-must-you work hard?
   Must you work hard?

13. (b) In the Perfective aspect.

I) Ravi had come.
   Ravi-past-have-en come \(\Rightarrow\) Past-have Ravi-en come?
   Had Ravi come?

II) Vani has been ready.
   Vani-pres-have-en-be ready \(\Rightarrow\) Pres-have Vani-en-be ready?
   Has Vani been ready?

III) He has been surprised.
   He-pres-have-en-be-en-surprise \(\Rightarrow\) Pres-have he
   Has en-be en-surprise?
   been surprised?

IV) We have finished.
   We-pres-have-en finish \(\Rightarrow\) Pres-have We en-finish?
   Have We read?
13. (c) In the progressive aspect.

I) I am going.

\[ \text{I-pres-be-ing-go} \implies \text{Pres-be I ing-go?} \]
Am I going?

II) She is writing.

\[ \text{She-pres-be-ing-write} \implies \text{Pres-be she ing-write?} \]
Is she write?

III) It is being typed.

\[ \text{It-pres-be-ing-be-en type} \implies \text{Pres-be it ing-be en-type?} \]
Is it being typed?

IV) He is being naughty

\[ \text{He-pres-be-ing-be naughty} \implies \text{Pres-be he ing-be naughty?} \]
Is he being naughty?

If we have a modal, have or be in the verb group, we shift it to the left of the subject NP. Now, what happens if there is no be, have or modal in the sentence? The answer is: If there is no be, have or modal in the verb group, we shift the tense alone to the left of the subject NP. This may be stated as interrogative rule (b):

\[ \text{NP-tense = Tense-NP.} \]

Let us apply this rule to the sentences given below.

14. (a) John-past-come \implies \text{Past John come?}

(b) The bell-past-ring \implies \text{Past the bell ring?}

(c) Raju-past-see-Rani \implies \text{Past Raju see Rani?}

(d) The fish-pres-swim \implies \text{Pres-the fish swim?}
We have a problem here. The above mentioned sentences are not only ungrammatical but also unpronounceable. We need to invoke a very powerful transformational rule: whenever tense either present or past is not followed by a verb, we have to supply a dummy verb to which tense can be attached namely, the verb *do*. The rule which supports the tense with a *do* whenever tense is followed by a nonverbal item is called 'Do-support'.

The Do-support rule may be stated as:

'Do-support':

Tense-non verb \(\Rightarrow\) tense-do-nonverb.

Hence, if tense is followed by nonverbal item, insert do after tense. "This rule, which we call 'do insertion rule', is not only confined to the production of Yes-no questions, but is used in many areas of grammar." Applying do-insertion rule and flip-flop rule to the above sentences, we produce the following grammatical and pronounceable questions.

15.(a) Past-John-come \(\Rightarrow\) Past do John come?
    \(\text{do past}\)
    \(\text{did}\)

(b) Past-the bell-ring \(\Rightarrow\) Past do the bell ring?
    \(\text{do past}\)
    \(\text{did}\)

(c) Past Raju see Rani \(\Rightarrow\) Past do Raju see Rani?
    \(\text{do past}\)
    \(\text{did}\)
(d) Pres-the fish swim \( \Rightarrow \) Pres-do the fish swim?
do pres

does

16. (a) Interrogative
Do Support : Past-Do John come?
Affix Switch : Do-past John come?

(b) Interrogative
Do Support : Past-do-the bell ring?
Affix Switch : Do-past the bell ring?

(c) Interrogative
Do Support : Past-do Raju see Rani?
Affix Switch : Do-past Raju see Rani?

(d) Interrogative
Do Support : Pres-do the fish swim?
Affix Switch : Do-pres the fish swim?

If we were to apply this Yes-no rule to sentences in which the main verb is be, the results would be ungrammatical. Let us see the following sentences.

17.a.*Do you be hungry?
b.*Does Shashi be a teacher?
c. *Do they be near the hospital?
d.*Did he be angry?
In order to avoid this ungrammatical application of the Yes-no rule, this rule needs to be modified to permit *be* to be moved with tense to the first position of the sentence no matter what the grammatical function of 'be' is.

With this modification, the Yes-no rule would apply this way to the sentences above mentioned.

18.

a. You pres be hungry  \( \Rightarrow \) **Pres-be** you hungry?
   Are

b. Shashi pres be a teacher \( \Rightarrow \) **Pres-be** Shashi a teacher?
   Is

c. They pres be near the hospital\( \Rightarrow \) **Pres-be** they near the hospital?
   Are

d. He past be angry  \( \Rightarrow \) **Past be** he angry?
   Was

It is better to formalise the transformation rule that we have framed for dealing with Yes-no questions. These rules can be made compact so that the rules can be applied in a definite relative order. The first rule is:

\[
19.(a)^{NP-\text{tense}} \left\{ \begin{array}{c}
\text{be} \\
\text{have} \\
\text{modal}
\end{array} \right\} \Rightarrow \text{Tense} - \left\{ \begin{array}{c}
\text{be} \\
\text{have} \\
\text{modal}
\end{array} \right\} - NP
\]
What happens when it is the case that no optional element has been selected from the auxiliary and main verb is not be? In this case, the tense moves to the first position itself. This is the second rule of Yes-no questions. We write the rule this way:

19.(b)NP - tense ⇒ Tense NP.

We notice that if a sentence undergoes rule (a), the resulting transformed sentence can not undergo rule (b) because rule (a) has already moved the tense in front of the noun phrase. For the same reasons, it will not undergo vice-versa. These two rules are said to be "disjunctive". "Disjunctive rules are rules that are mutually exclusive as far as their application to any one sentence is concerned."4 That is why we may apply either rule (a) or rule (b) but not both. These rules are relatively ordered.

We can put it in another way. The rule (b) is the general rule for framing Yes-no questions in English. The rule (a) deals with an important class of exceptions to rule (b). The rule (b) only becomes a valid generalisation for all sentences if first apply rule (a) to eliminate all the exceptions. This pattern for rules is found throughout the transformational grammars: first deals with the exceptions, then make the general rule.

The do-insertion rule is applied after the application of the Yes-no questions switch rule and before the flip-flop or affix switch rule i.e. any interchangeability in syntax. The do is inserted into the
sentence to 'carry' the tense marker. Since it has no meaning of its own, do is called a dummy verb. In this case, the affix hopping rule is obligatory for each occurrence of tense.

The rules we have discussed cover most cases of the Yes-no interrogatives but then we have problems in certain marginal cases. One such problem is the use of have as the main verb. When have is used as an auxiliary as in:

20. (a) Nita has finished her home-work.
    the interrogative from is:
    (b) Has Nita finished her home-work?

However, when have is used as the main verb there are some dialectal variations in the interrogative. In American English, have as the main verb takes do-support.

21. (a) He has an apartment in Hyderabad.
    (b) Does he have an apartment in Hyderabad?

In British English, it depends upon the meaning of have. If have refers to a state, it behaves like modals or be.

22. (a) They have a car.
    (b) Have they a car? (State)
    (c) He has a brother.
    (d) Has he a brother? (State)

In British English, if 'have' refers to an activity, it make do.
23 (a) They have coffee for breakfast.

(b) Do they have coffee for breakfast?

As an alternative to (22 b) and (22 d) the more common usage in Britain is **have got**

24. (a) Have they got a car?

(b) Has he got a brother?

The use of **do** with **have** a gradually catching on in British English too. We don't have to get worried when we hear Englishman saying⁶:

(9) Do you have money?

(10) Do they have any problems?

**NEED and DARE**

The modals need and dare offer similar choices. Let us compare the following sentences:

25. a. He needs to go there.

   b. Need he go there? (British)

   or

   c. Does he need to go there? (American)

   d. She dared (to) come here.

   e. Dared she (to) come here? (British)

   or

   f. Did she dare (to) come here? (American).

We may retain or delete 'to' in the above sentences.
USED TO

We use do in the case of the modal used to. For example:

26. a. Do you used to play cricket?
   b. Did she used to dance everyday?

ought

Ought is normally followed by to, but in American English it is sometimes dropped in interrogatives. e.g.

27. a. Ought you smoke so much?
   instead of
   b. Ought you to smoke so much?

Negative Yes-No Questions

It is interesting to study negative Yes-no questions. The opposite case of negative orientation is found in questions which contain a negative form of one kind or another.

28. a) Doesn't he go there?
   b) Wasn't he happy?
   c) Can't you give us informations about him?
   d) Isn't your car working?
   e) Does no one believe me?

Negative orientation is complicated by an element of surprise or disbelief. Which adds implications of positive meaning. Thus [28 d] means 'Do you really mean that you car isn't working? I believe that it was'. Here, we can notice that there is a combining of a positive and
a negative attitude which one may distinguish as the old Assumption i.e., positive and New Assumption i.e., Negative. Because the old assumption tends to be identified with the speaker's hopes or wishes whereas negative oriented questions often express disappointment or annoyance:

29. a. Can't you drive straight?
   'I'd have thought you'd be able to, but apparently you can't.
   b. Aren't you happy?
   'You ought to be, but it appears you're not'.
   c. Hasn't the train left yet?
   'I'd hoped it would have left by now, but it seems that it hasn't.

What these questions express is the speaker's belief or surprise at that time. The second type of negative interrogatives, combine 'not' with the assertive items which are the formal signals of the positive orientation.

30. a. Did't someone call last night?
   b. Has't the bus left yet?

These questions are similar to tag questions or alternative questions which show disbelief:

31. (a) 'Surely, someone called last night !'
   (b) Surely the bus has left.

A different ordering obtains in negative questions according to whether full or enclitic negative particle is employed; -n't precedes the subject, whereas 'not' follows it:
32. (a) Didn't they scold you?
(b) Did they not scold you?

The first construction is informal in which enclitic negative particle is usually preferred. The second construction is rather formal.

It is also noticeable that the adjunct either occurs only in questions in the company of negative but not in the positive.

33. a) Did he help you either?
   b) Didn't he recognise you either?

The first question is unacceptable as the adjunct either does not go with positive. The second sentence is acceptable as either does exist in the company of negative.

We know the fact that the non-assertive form associated with negation can not precede 'not' in the sentence. Therefore, there is no alternative construction to the simple negative form when that form occurs in a subject or initial adjunct.

34. (a) No one cares for me.
   (b) *Anyone doesn’t to him.
   (c) Nothing happened to him.
   (d) *Anything didn’t happen to him.
   (e) None of us were present.
   (f) *Any of us weren’t present.
We can not form (34 b), (34 d) and (34 f) statements as they are grammatically incorrect with regard to (34 a), (34 c) and (34 e) statements. It is clear that a negative subject of a statement can not be replaced by 'not' non-assertive form. But the same restriction is not applicable to negative questions, where the subject follows the clause negator 'not'. Therefore, we can frame two question forms corresponding to the single positive form.

35. a. No one cares for me :
   I) Does no one care for me?
   II) Doesn't any one care for me?

35. b. No one believes him :
   I) Does no one believe him?
   II) Doesn't any one believe him?

The above question forms are grammatically acceptable. Hence, the rule is applicable to only negative subject declarative statements. The same restriction is nullified in negative questions.

YES-NO QUESTIONS AS REQUEST, EXCLAMATION AND RHETORICAL QUESTIONS.

The most common function of the Yes-no interrogative is asking a question. However, it is also possible to use Yes-no question as requests. e.g.

36. a. Can you help us?

b. Would you pass the salt?
The following interrogative sentences express surprise or strong feelings.

37. a. Hasn't she grown!
   
b. Wasn't it a marvellous concert!

Here, we understand that the exclamatory questions are question forms but functionally they are like an exclamation.

The most characteristic exclamatory question is a negative Yes-no question with a final falling instead of rising tone. Thus, the above given examples invite the listener's agreement to something on which the speaker has strong feelings. The meaning is vigorously positive. A positive Yes-no question, with a falling tone, is another way of expressing a strong positive conviction.

38. a. /Am /I \hungry!
   
b. /Did /he look \annoyed
   
c. /Has /she \grown!

In these sentences both operator and subject usually receive emphatic stress. It is also worth noticing that in exclamatory questions a speaker affirms his agreement with what another speaker has just said:

39. A. Sachin's performance is outstanding.
   
   B. Yes, isn't it.

In American English an exclamatory questions can be pronounced with rising tone. e.g,
40 (a) Wasn't the movie terrific?

But in this case, the reply is expected. Thus, the answers can be:

41. (a) It wasn't  (b) It was.

Yes-no Rhetorical questions:

The 'rhetorical question' is not really a question at all. It does not except the listener to give an answer. It is only a syntactic device used to make a forceful statement. More precisely, the positive rhetorical question functions as a strong negative assertion, while a negative rhetorical question functions as a strong positive statement.

42. a. Positive:

(I) Is that a reason for despair?
   ('Surely that is not a reason......')

(II) Can any one doubt his talent?
   ('Surely no one can doubt.......')

42. b. Negative:

(I) Is no one going to defend me?
   ('Surely some one is going to defend me')

These rhetorical questions have the normal rising intonation of a Yes-no question. They are distinguished only by the usually low or high starting-point of the rise.
SECTION: II

After having looked at the syntactic formation of Yes-no questions in English, we now undertake the syntactic construction of interrogative sentences in Kannada. The syntactic formation of questions in Kannada is an interesting endeavour as the structure of Kannada (subject-object-verb) varies from English. There is a clear distinction between neutral Yes-no questions which do not expect a particular type of answer, and leading Yes-no questions, where an affirmative answer is expected. First of all, let us consider the Neutral yes-No questions.

Neutral Yes-no questions are formed by the clitic -aa -ee -oo depending upon the dialect, attached to the end of the statement. There is no change in the word order. The intonation is high rising on the last constituent. It is especially the last two syllables. We compare the statements with questions to trace the differences.

1. namma maga shaalege hoogiddaane.
   Our son has gone to school.
2. namma maga shaalege hoogiddaanaa?
   Has our son gone to school?
3. raani ameerikaadinda bandaLu.
   Rani has come from America.
4. raani ameerikaadinda bandaLee?
   Has Rani come from America?
5. "ii railu haidaraabaadakke hooguttade.
   This train goes to Hyderabad.

6. "ii railu haidaraabaadakke hooguttadeyoo?
   Does this train go to Hyderabad?

Sentences (1), (3) and (5) are changed to interrogative sentences (2), (4) and (6) in order to know whether the facts expressed in those sentences are true or false. The first question is formed by adding clitic - 'aa' at the end of the sentence. The second question is framed by adding clitic- 'ee' at the last part of the sentence. The third question is formed by adding the clitic - 'oo' at the end. Here, the questioner tries to know the facts by constructing sentences (2), (4) and (6), which should be answered Yes-no depending upon the circumstances and facts. Sometimes, we also answer these questions saying:"I don't know". But this is not the intention of the questioner and he does not expect such answers.

We can use only one clitic among -aa, -ee, and -oo at the end of the question. These clitics represent the different regional dialects in Kannada. For instance, the practice of '-oo' is found in Mangalore Kannada. We make use of clitic '-oo' at all circumstances. But it is noticeable that the clitics '-aa' and '-ee' are rarely used. For example, the sentences which end with morpheme '-rii' at the end of the verb usually take the clitic '-aa' instead of '-ee' (at the end) that its application leads to the formation ungrammatical sentence.
7. niivu bengaLuurige hoogidiraa?
   Have you gone to Bangalore?

8. niivu bengaLuurige hoogiree?
   Have you gone to Bangalore?

Sentence (7) is more acceptable and grammatically correct whereas the sentence (8) seems unnatural, but it is acceptable as its use is found in northern part of Karnataka where the people speak the different dialects of Kannada language.

It is also possible to cliticize the question word 'eenu', 'what' before the clitics -ee, -oo and -aa in the formation of neutral Yes-no questions. For example:

9. avaru maneyalliddaraa?
   Are they at home?

10. avaru maneyalliddarenu?
    Are they at home?

11. bekkina Kaalu muridideyee?

12. bekkina Kalu muridideyenu?
    Has the leg of cat broken?

13. avaLu baruvaLoo?

14. avaLu baruvaLeenu?
    Does she come?
In the above sentences - (10), (12) and (14) the question word -
eenu ‘what’ is used. Yes-no questions with ‘eenu’- ‘what’ are used in
the regions where Marathi influence is dominant especially the border places of Belgaum and Bijapur. These are peculiar type of questions
that we come across in Kannada only where the wh- word “what” is
devoid of any semantic content or meaning. But these sentences
remain as the domains of Yes-no questions. These sentences also
expect the answers that the sentences - (9), (11) and (13) except the
answers as Yes or no.

Another way to form neutral Yes-no question is to cliticize the
question word -eenu ‘what’ to the right of the statement and make use
of clitics - ‘ee’ and -’oo’ along with -’rii’ if the verb is in plural and the
question word -‘eenu’, ‘what’ does not convey any semantic content
or meaning of its own. For instance,

15. niivu naaLe baruttireenrii?
   Will you come tomorrow?

16. nimage maavana magaLu iddaLeenrii?
   Have you a daughter-in-law?

17. Sakkare ii tingaLige saakaadiiteenee?
   Is sugar sufficient for this month?

18. niinu sariyaagi barediddiiyeenoo?
   Have you written correctly?

19. Ondu glaasu niiru KoDuttiiyeenappa?
   Do you give a glass of water?
20. angaDiyavanige baaki KooTTeyeenoo?
Have you given credit to shopkeeper?

The vocative clitics have to be used with great care. Because they indicate both the sex of the addressee and the nature of relationship between the speaker and the addressee:

<table>
<thead>
<tr>
<th>Vocative Clitic</th>
<th>Addressee</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>-oo</td>
<td>Male</td>
<td>Casual</td>
</tr>
<tr>
<td>-ee</td>
<td>Female</td>
<td>Casual</td>
</tr>
<tr>
<td>-rili</td>
<td>Male or Female</td>
<td>Polite</td>
</tr>
</tbody>
</table>

Sometimes, the Yes-no questions denotes negations. The answers are in negative terms either 'alla' or 'illa', 'no' or 'not'. 'alla' is used when the questions are related and 'illa' is used in all other circumstances in some dialects of Kannada. e.g.,

21. pushpaa puNege hoodaLaa? - alla
Has Pushpa gone to Pune?

Did Pushpa go to Pune?

Are they rich?

Have they become rich?

Did you come by car?
   Do you come by car?

Here, questions -(21), (23) and (25) denote the relative meanings which are not true and answered in negative term -alla.

Yes-no questions are also constructed by using negative elements -allavee, -allavaa, -allavoo : all formed from the negative element -alla and the question clitic -aa, -ee and -oo which convey stronger positive expectation. e.g.

27. ii pustaka ravidallavee?
   Isn't this Ravi's book?
   This book is Ravi's, isn't it ?

28. shankaranu kaceeriyallillave?
   Isn't Shankar's on office?
   Shankar is in office, isn't he ?

29. biskit tandidiyya allavaa?
   Haven't you brought biscuit?
   You have brought the biscuit, haven't you ?

30. nimaglivattu manege hooguvudu beedavaa?
   Don't you go home today?
   You do not want to go home today, do you?

We notice a lot of difference in the semantics in the sentences (27-30) and earlier discussed Yes-no questions. Here, the questions interrogate the known facts to confirm his intention. He also states his
opinion in negative Yes-no question. For instance, we evaluate the questions (31) and (32) given as under:

31. ganapati goovaakke hooguttanoo?
   Does Ganapati go to Goa?
32. ganapati goovaakke hooguvadillavee?
   Doesn't Ganapati go to Goa?
   Ganapati goes to Goa, doesn't he?

Sentence (32) is not a neutral statement. Here, the questioner believed that Ganapati goes to Goa. He hoped that Ganapati would have gone but it seems that he does not go. This kind of meaning is also found in the sentences - (27), (28), (29) and (30). This is what makes the speaker to expect a positive statements.

Usually the question elements are placed at the end of the sentences exceptions to this rule. If the focus of the Yes-no question is a specific constituent rather than entire statement, it is necessary to use the cleft construction in which the constituent in focus is moved out to the right of the rest of the sentence and the verb is put in the general form. The question clitic -aa is attached to the interrogated constituent. We compare the cleft statement in (33) with its question counter parts in (34-36):

33. avaLu ninne haaDiddu kuvempuravara bhaavaglite.
   It was kuvempu's Lyric that she sang yesterday.
34. avaLa Civilization ninne kuvempuravara bhaavaglite haaDiddu?
   Was it she who sang kuvempu's lyric yesterday?
35. avaLu kuvempuravara bhaavagithe haaDiddu ninnenaa?
Was it yesterday that she sang kuvempu’s lyric?

36. avaLu ninne haaDiddu kuvempuravara bhaavagititenaa?
Was it kuvempu’s lyric that she sang yesterday?

These questions illustrate several word order possibilities in focused Yes-no questions. We notice that the focused constituent may be moved to sentence initial (34) or sentence final (35) or remain in its position (36). The flexibility is made possible by the fact that the presence of the question clitic -aa in the above examples. Instead of several word order possibilities, it is also possible to bring the question element at the end of sentence.

37. ninne kuvempuravara bhaavagithe haaDiddu avaLaa?
Was it she who sang kuvempu’s lyric yesterday?

38. avaLu kuvempuravara bhaavagithe haaDiddu ninneena?
Was it yesterday that she sang kuvempu’s lyric?

39. avaLu ninne haaDiddu kuvempuravara bhaavagititenaa?
Was it kuvempu’s lyric that she sang yesterday?

It is also possible to use question word ‘eenu’, ‘what’ in the medial position. The following are the few examples:

40. niiveenu ii glasanna oDedaddu?
Was it you who broke this glass?

41. avanu aa kurciyanneenu muridu haakiddu?
Was it that chair he broke?
42. aake dehaligeenri hooguttiruvadu?
   Is it Delhi that she is going to?

43. avaru eenTu gantegeenu horraTaddu?
   Was it eight o'clock that they left?

Positive leading questions which expect an affirmative answer are formed by using the particles ‘alla’ with its variants ‘allavaa’, ‘allavee’, ‘allavoo’ all formed from the negative element ‘alla’ and the question clitic ‘aa’ or ‘ee’ and very rarely ‘oo’ or ‘taane’ (variants the particle is homophonous, with the “emphatic pronoun” ‘taane’ and partially similar to the reflexive pronoun “taan” of these ‘taane’ conveys the stronger positive expectation. Here, the questioner has a definite opinion about the fact he would like to know in this kind of Yes-no questions. We notice the difference between these leading questions and plain Yes-no question.

44. nimma UTavaagide, allavee?
   You have had your meal, haven’t you?

45. nimma UTavaagideyee?
   Have you had your meal?

   The sentence (44) is a positive leading question whereas sentence (45) states direct Yes-no question. Both statements expect the similar answer that “you have had your meal”. But the first question has a determination of having a meal whereas the second question expects Yes-no answer. Thus, the questioner is not sure about the fact in the second sentence. This kind of questions formed with
the particles -'allavee' or -'taane' are called 'anugata prashnegaLu' in Kannada. M. V. Nadakarni, D. N. S. Bhat and Smt. S. R. Balundgi et.al. had constituted their opinions in this regard to trace out the different syntactic layers in Kannada language.

The tags are invariable with respect to the person, number and gender of the subject as well as positive-negative polarity of the questioned proposition.

46. pustaka tandidiiyaa taane/allavaa?
   You've brought the book, haven't you?

47. durgaastamaana kaadambari oodiddiyyaa, taane?
   You've read the novel 'Durgaastamaan', haven't you?

48. niinu aapiisinalli iralilla, taane?
   You are not in the office, are you?

49. baruvadilla taane?
   You'll not come, will you?

50. hoogooNa allavaa?
   We'll go, shall we?

In these sentences we clearly notice that the particles used at the end of the sentence -'allavva' or -'taane' performs the function of tag with respect to positive as in (46), (47) and (50) and negative as in (48) and (49).

We notice a lot of variations in the construction of positive questions in Kannada. e.g.
51. avaru kacherige bandiralilla, allavee?
They have not come to the office, have they?

52. aake matra samaarambhakke bandiddaLu allavee?
She only has come to the function, hasn't she?

53. avaru animattdyillade oLage bandaddu tappu taane?
It is wrong that they came in without permission, isn't it?

54. disembaradalli mooru dina rajeyide taane?
There's holiday for three days in December, isn't it?

It is indicated that the speaker is more confident and sure when he uses the particle -'taane' rather than the use of particle -'allavee' in the above sentences. In sentences (53) and (54) it is clear that the speaker is confident about fact or event and it can be analysed as: (53). "It is true that they came in without permission" and (54). "It is true that there are three holidays in December." Thus, the minute syntactic variations produce different results in semantics. It is also necessary to point out that the speaker puts forth these questions consciously and carefully in the speech-act. The formation of these questions, at the same time, is natural and normal in every day conversation. The usage of these questions is more common in Mysore-Bangalore dialect of Kannada.

It is also worth noticeable that the particle -'allave' or -'taane' are used in different position of a sentence in the formation of Yes-no questions. This syntactic shift gives different analysis of semantic variations. We can find syntactic changes in the following questions:
55. hanneraDu gantegallavee ii bassu biDuvadu?
   Is it at twelve o'clock that this bus will leave?

56. avaLallavee ninnee nrutya maaDiddu?
   Was it she who danced yesterday?

57. avanu ninnee bengaliyallallavee maatanaaDiddu?
   Was it Bengali that he spoke yesterday?

58. ii goombeyanallavee niivu keeLiddu?
   Was this doll that you asked for?

59. niivu ninne alli iddiralillallavee?
   Weren't you there yesterday?

In the above examples the particle -'allavee' is used in different positions. In the same way we can also use -taane in different positions to trace more syntactic layers of Yes-no questions.

60. niinu taane ninne jagaLavvaDiddu?
   Was it you that quarreled yesterday?

61. dhaarawaaDadalli taane kaaryakrama jaraguvudu?
   Is it in Dharwad that the function will be held?

62. niinu maisuurige taane hooraDuvudu?
   Is it Mysore that you will be leaving to?

63. avaLu hoogoovadilla taanc?
   Does she not go?

64. ii pustakavannu taane niinu keeLiddu?
   Is this the same book that you asked for?
In the process of framing up of leading Yes-no questions, the speaker intends to clarify his statement with the answers that he expects from the other end. Here, the answers will be "perhaps", "most probably", "by God's grace", "of course" and so on depending upon the mood and modality of the speaker. We can find clausal adjectives in the following sentences:

65. bahushah avariivattu paarkinalli kuLittirabahudu, allavee?
   Perhaps they may be sitting in the park, mayn't they?

66. bahushah avaru cennaagi talupirabahudu, allavee?
   Perhaps they may have reached safely, mayn't they?

67. sarvasaadhaaraNavaagi ti samayakkee maLe suruvaaguttade, allavee?
   Most probably it starts raining by this time, isn't it?

68. deevara dayadinda avaru surakSitavaagi paaraagiddaare, allavee?
   By God's grace they have escaped safely, haven't they?

69. bahushah niivu sahaaya maDuttiri allavee?
   Of course you may help, mayn't you?

We can understand the positive-negative polarity of the questioned propositions. But there is a lot of differentiation in the construction of syntactic framework of questions from sentences (65) to (69). We can put these questions in other syntactic forms in English. The transliteration of above questions is not the right method of framing
the questions in English as the answers are preposedly used at the beginning of the questions.

70. May they be sitting in the park?
   Ans: Perhaps.

71. May they have reached safely?
   Ans: Perhaps.

72. Does it start raining by this time?
   Ans: Most probably.

73. Have they escaped safely?
   Ans: By God's grace.

74. May you help?
   Ans: Of course.

The statements (70) to (74) are direct Yes-no questions which are answered in different terms: 'perhaps', 'most probably', 'by God's grace' and 'of course'. Therefore, the questions from (70) to (74) do not expect Yes or no answers. At the same time these terms may not applied at all levels. These syntactic variations allow scope for the construction of ungrammatical and non-acceptable questions. For instance, we find it in the following statements:

75. *bahushah avanu vakiiLane?
   Perhaps is he a lawyer?

76. *bahushah niivu ooTa maDiddiraa?
   Perhaps have you had meal?
77. *sarvasaadhaaraNavaagi avanu jaaNaniddaaneyaa?
Most probably is he intelligent?

78. *deevara dayadinda maLe aagavudee?
By God's grace does it rain?

79. *bahushah niivu peparannu oodillavee?
Of course/Perhaps have you not read paper?

The statements from (75) to (79) are not acceptable in both the languages. This kind of syntactic deviations are not allowed in English as well as in Kannada.

Thus, to conclude, the formation of Yes-no questions in English is based on the interrogative rules - Inversion, Do Support rule, Affix Switching and Movement. We can not apply two rules at a time. That is why these rules are called 'disjunctive' rules. Disjunctive rules are mutually exclusive as far as their application is concerned. The construction of Yes-no questions in Kannada is carried out by adding clitics -aa, ee, oo, substitution, reduplication and scrambling. The absence of inversion in Kannada Yes-no questions leads to either positive influence or negative influence on the learner. The positive influence facilitates to form declarative Yes-no questions and the negative influence leads to difficulties in framing inverted polar questions. Thus, the learner should concentrate on the theoretical framework of the study to overcome these problems. The intonation in English Yes-no question is usually rise or fall. The intonation pattern in Kannada Yes-no question is high rising on the last constituent - especially the last two syllables.
REFERENCES:

1. Shakespeare, William: (1598) 'As You Like It' ELBS, London (1899) The Yes-no questions in Shakespearean dramas as well as in Middle English are formed by bringing the first verb to the sentence initial position. Thus, the examples in (11 a-f) seem to be more easier than Modern English interrogative structure.


3. Ibid. PP: 144. Here, he discusses the "Do Insertion" rule.

4. Ibid. PP: 146. Here, he explains the "disjunctive rules"

5 & 6. Ibid. PP: 147 Here, he tells about "Do Support" rule.