Chapter-III

WH-QUESTIONS

This chapter deals with the syntactic formation of Wh-questions in English and Kannada. Already we have considered the syntactic rules used for the construction of Yes-no questions in both the languages and noted the striking difference between these structures in the languages. In this chapter I take up the study of wh-questions in English and Kannada. The four processes that operate in question formation in the two languages are substitution, replacement, movement, inversion and scrambling. English Wh-questions use three processes, namely, substitution, movement and inversion; and Kannada questions employ substitution and scrambling. The structures of Wh-questions also deviate from their counterparts in Kannada. In all wh-questions, we can distinguish five primary subclasses that can be listed according to the different clausal elements they question-subject, verb, object, complement, adverb and adjunct form the question elements in wh-questions. Let us consider the following sentence.

1. 'The small boy was sleeping under the tree'.

Related to this sentence we derive a wide variety of interrogatives.
1. a) Who was sleeping under the tree?  
(Nominal question)

1. b) What was the small boy doing under the tree?  
(questions Verb)

1. c) What kind of boy was sleeping under the tree?  
(Adjectival question)

1. d) Where was the small boy sleeping?  
(Adverbial question)

1. e) Was the small boy sleeping under the tree?  
(Yes-no question i.e. one which questions the entire sentence).

1. f) The small boy was sleeping under the tree, wasn't he?  
(Tag question).

1. g) The small boy was sleeping under the tree?  
(Echo question)

Already we have studied (1.e) in the previous chapter and the detailed study of (1.f) and (1.g) will be provided in the chapter on 'Minor Interrogative Forms'. Now I lay more emphasis on Wh-questions here -i.e., 1.a), 1.b), 1.c) and 1.d) with detail analysis and derivation of syntactic forms. Let us consider the following non-kernel sentences and their kernel versions.

2. Who saw Mary? (From 'someone saw Mary)

3. Who did Ravi see? (From Ravi saw someone)
4. When did Raju see Rani? (From 'Raju saw Rani at sometime')

5. Where did Mohan see Mala? (From Mohan saw Mala at some place)

5. Why did Vinay see Vanita? (From Vinay saw Vanita for some reason)

From (2) to (6) it is obvious that Wh-Questions are derived from kernel sentences with someone, some reason, some place, sometime, etc., in them.

We shall also treat that all Wh-Questions are derived through the Yes-no questions. The basic mechanism is as follows.

7. Ravi saw Rani at sometime.

⇒ Ravi saw Rani when

⇒ Did Ravi see Rani When?

⇒ When did Ravi see Rani?

Let us take another example:

8. You are going somewhere.

⇒ You are going where

⇒ Are you going where?

⇒ Where are you going?

Thus, in order to derive a Wh-questions from the kernel, the phrase with some and the appropriate Wh-word is substituted. It is called "Wh-substitution".
9. Ravi saw Rani at some time

becomes (by Wh-substitution)

Ravi saw Rani when.

After applying the interrogative rule and do support we get

Ravi saw Rani when \( \Rightarrow \) Did Ravi see Rani when.

The Wh-word is shifted to the left or at the front position. This is called ‘Wh-fronting’.

Did Ravi see Rani when \( \Rightarrow \) When did Ravi see Rani?

Given below are some illustrations for the derivation of wh-questions.

10. Where are you going?

You are going somewhere.
Wh-substitution $\Rightarrow$ You-pres-be-ing-go-where

Interrogative $\Rightarrow$ pres-be-you-ing-go-where

Wh-fronting $\Rightarrow$ Where-pres-be-you-ing-go

Affix switch $\Rightarrow$ Where be-pres you go-ing are going

Where are you going?

11. Who did John see?

John saw someone.

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\begin{center}
\begin{tikzpicture}

\node (s) {S} ;
\node (np) [below left of=s] {NP} ;
\node (pred_phr) [below right of=s] {Pred.phr} ;
\node (vg) [below of=pred_phr] {VG} ;
\node (n) [below of=vg] {N} ;
\node (aux) [below of=n] {Aux} ;
\node (tens) [below of=aux] {Tens} ;
\node (np2) [below right of=pred_phr] {NP} ;
\node (np3) [below of=np2] {NP} ;
\node (see) [below of=vg] {See} ;
\node (someone) [below of=see] {Some one} ;

\draw[-stealth] (s) -- (np) ;
\draw[-stealth] (s) -- (pred_phr) ;
\draw[-stealth] (np) -- (n) ;
\draw[-stealth] (n) -- (aux) ;
\draw[-stealth] (aux) -- (tens) ;
\draw[-stealth] (n) -- (see) ;
\draw[-stealth] (np2) -- (see) ;
\draw[-stealth] (np3) -- (someone) ;
\end{tikzpicture}
\end{center}
```

Wh-substitution $\Rightarrow$ John-past-see-who

Interrogative $\Rightarrow$ Past-John-see-who

Wh-fronting $\Rightarrow$ Who-past-John-see

Do-support $\Rightarrow$ Who-past-do-John-see
Affix switch  ⇒  Who-past-do  John-see
did

Who did John see?

It is also reasonable to assume that all of the Wh-words share some formal property. They form a natural class. This assumption is implicit in the use of term 'Wh' word. Wh-fronting makes reference to Wh-words which have common property in the transformation. Let us briefly discuss the functions of Wh-words in English and later look into the formation of the Wh-questions.

**Functions of Wh-words in English**

Before we start discussing the functions that Wh-words perform in English, it would be good idea to briefly consider the couple of related points such as theme, mood, rheme, residue etc. The theme of the sentence is the starting point of the clause. Here, we have to distinguish between theme and topic. Informally we can say that theme tells us what the clause is about. However this informs definition of the theme can sometimes be misleading. Therefore, it is necessary to differentiate between theme and topic. Topic is nonlinguistic issue referring to the subject matter considered in the sentence. Topic is what we speak or write about. Theme, on the other hand, is the starting point of the message and this message is realised in the clause. To put it differently, the topic-is nonlinguistic issue whereas theme is the linguistic category. The part of the sentence which comes after the theme is called 'rheme'.
There are two types of moods in English and they are indicative and imperative. The former one is divided into declarative and interrogative subject and finite verb belong to the mood, and that part of the clause which is not the mood is the 'residue'. There are three kinds of functional elements in the residue: the predicator, complement and adjunct. The predicator is expressed by the rest of the verbal group apart from the finite verb. There can be only one predicator in any clause and there must be a predicator in any major clause. Since the finite verb is not the part of the predicator, the predicator itself is non-finite. The predicator expresses the process—the action, happening, state, etc., in which the subject is involved.

There is a thematic structure in all major clause types. In other words, all clauses expressing mood and transitivity have some thematic structure. These clauses may be independent ones or dependent ones. Minor clauses do not have mood or transitivity structure. They have no thematic structure either. The following are examples of minor clauses:

12. a. Many!
   b. Good morning!
   c. Well done
   d. Good night!

Elliptical clauses do not have thematic structure because they presuppose the whole of the predicing clauses are given as under:
13. a. Yes  
b. No  
c. All right  
d. of course  
e. Thirsty?  
f. No idea.  
g. Feeling better?

The first four are examples of anaphoric ellipsis whereas the remaining three are examples of exophonic ellipsis.

THEME IN INTERROGATIVE CLAUSES

The general function of an interrogative clause is to seek information. Why does a speaker ask a question? Obviously, the intention is to elicit some information from the listener. The assumption here is that the questioner does not own that bit of information and the person questioned may have it. In real life people ask questions for a variety of purposes. However, this does not nullify the basic function of a question, namely, request for an answer. The natural theme of question is, therefore, what the questioner wants to know.

Grammarians divide questions into two main types-1. Yes-No questions 2. Wh-questions. These are also called polar questions and content questions respectively. In a Wh-question, the speaker wants to know the identity of some element, for instance, the subject, the object, the location, the time, etc. Let us look at the following questions:
14. Who has gone to Chicago?

15. Where has your friend gone?

In these questions, the Wh-words that refer to the person who has 
gone to Chicago and the place where the person has gone occur in 
the sentence-initial position. In a Wh-question, which is a search for 
a missing piece of information, the constituent that is the theme which 
is the Wh-element.

The sentence initial Wh-word, which is the starting point or theme 
of the clause, may function as subject, object, complement, or an 
adjunct. The meaning is "I want you tell me the person, thing, time, 
manner, place etc".

The thematic principle of an interrogative clause is its structural 
make up. It is important to note that because of the nature of the 
question, the Wh-element comes first and this element has the status 
of theme. The starting point of interrogative sentence is the question 
element. We can say that an interrogative is expressed through this 
regular pattern. The element in an interrogative clause has thematic 
significance. The formal category of an interrogative expresses the 
function of a question. The natural theme of the question is "I want 
to be told something". The answer that is demanded is either an 
affirmative of positive response 'Yes' or a negative response-'No'. 
Alternatively, the answer that is expected could be information about 
a person, place, time, reason, manner, etc. There are two processes 
involved here and these processes are selection and placement of the
Wh-element in the case of Wh-question. The questioner wants to ask question about the doer, the place, the time and so on, and depending on what piece of information he wants to get, he selects the appropriate Wh-pronoun from the repertoire of Wh-words. Then places it at the beginning of the clause. In a Wh-interrogative, it is the Wh-element that constitutes the theme and the Wh-element may be a group or phrase in the Wh-word occurs. Here are a few examples:

<table>
<thead>
<tr>
<th>16. Theme in Wh-interrogative</th>
<th>Who scored</th>
<th>a century?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How may miles</td>
<td>to Mumbai?</td>
<td></td>
</tr>
<tr>
<td>With what</td>
<td>shall I repair it?</td>
<td></td>
</tr>
<tr>
<td>theme</td>
<td>rheme</td>
<td></td>
</tr>
</tbody>
</table>

The Wh-word may be a nominal group or part of it and it may function as complement in a prepositional phrase. The nominal group may serve as theme on its own, for example 'what' and 'which house' in the following sentences respectively:

17. What shall I repair with it?
18. Which house do they live in?

**WH-INTERROGATIVE CLAUSE STRUCTURE:**

The Wh-element is a distinct constituent in the interpersonal structure of the Wh-question clause. Using this element, the person asking a question attempts to specify the entity he is ignorant of. The person supposed to possess knowledge of that entity is asked to supply that bit of information. In order to focalise reference to the entity, the
Wh-item is given a thematic position in the clause. The Wh-element is always conflated with the subject, it becomes the part of the mood. The following example illustrates the conflation of Wh-word with the subject.

<table>
<thead>
<tr>
<th>19. Wh-element conflated with</th>
<th>Who</th>
<th>scored</th>
<th>a century?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wh-sub Past finite</td>
<td>score</td>
<td>predicator</td>
<td></td>
</tr>
<tr>
<td>mood</td>
<td>residue</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When the Wh-element is conflated with a complement or an adjunct it forms the part of the residue.

Sometimes the missing piece of the information is expressed in the verb, for example, an action, event, mental process and relation. In this case, the verb functions as the predicator. But a Wh-word can not question about the subject, object, complement or adverbial conflation is not problematic. But when we want to ask question about action, event, mental process, or relation. We face a conflation problem because there is no verb ‘to what’ in English. As a result, we can not form a question like “whated she?” Questions of this type are realised as Do + what (complement) or what (subject) +happen, and whatever had something done to it or happen to it, comes in as an adjunct in the form of a prepositional phrase, usually with the preposition ‘to’.

The following example illustrate the above point:
In these examples, the Wh-word or group functions as a complement and adjunct. There are other functions these groups or words serve. We will discuss them in some detail in the following subsection.

Now let us discuss with examples the other functions that Wh-words perform. Wh-words are those which introduce interrogative
clause and sub-clauses. Questions are classified using different categories such as the following: direct and indirect questions, Yes-No questions, and Wh-questions, the questions in statement form, alternative questions, rhetorical questions, echo questions etc. In the present sub-section, we are not concerned with closed or polar or Yes-No questions. The scope of the sub-section requires us to look at the functions of the Wh-words in Wh-interrogative constructions.

Wh-words in English function as interrogative elements in the noun phrase, as relative pronouns, interrogative determiners, interrogative pronouns, interrogative adverbs and conjunctions as objects, complements, and adverbials.

WH-WORDS AS DETERMINERS

When Wh-words like 'what' and 'which' constitute a part of a noun phrase, they can act as determiners. A determiner delimits the scope of the head noun in the noun phrase. These two Wh-words can have either personal, or non-personal meaning or reference. In the noun phrase 'which books' the Wh-word 'which' refers to an inanimate thing designed by the head noun, 'books'; on the other hand, in the expression 'which pilgrims' the Wh-word 'which' determines the semantic scope or reference range of persons which are called 'pilgrims'. In Wh-questions, asking for nouns, Wh-words have a delimiting or restrictive referential function.
WH-WORDS AS PRONOUNS

The Wh-words which act as pronouns in the noun phrase are 'who', 'what', 'which' and 'whom'. From among these, 'what' and 'which' can function as non-personal pronouns and also personal pronouns. The other Wh-words 'who', 'whom' and 'whose' can function only as personal pronouns.

WH-WORDS AS RELATIVE PRONOUNS

The Wh-words 'who', 'whom', 'whose', 'which' and 'what' also act as relative pronouns in the relative clauses modifying the preceding animate or inanimate nouns. Here we note that 'which' has both the reference of personal and non-personal.

WH-WORDS AS ADVERBS

Wh-words perform the function of interrogative adverbs. They ask questions about time, place, reason, manner etc., and the Wh-words that we use to elicit information about place, time, manner, reason of an action or state are 'where' (place), 'when' (time), 'why' (reason, purpose), 'how' (manner, means, instruments).

WH-WORD AS CONJUNCTION

There is only one Wh-word which functions as a conjunction and it is 'whether'. This conjunction is used to form an indirect question and that too in Yes-no indirect questions. The word 'whether' connects the reporting part with the reported part, or the part which is outside the quotation-marks with the part which is inside the quotation-marks.
WH-WORDS AS OBJECTS

The Wh-words 'what' and 'whom' in questions like (1) what did Raju give you? and (2) whom did you give the money? ask questions about a direct object and an indirect object respectively. The answer to the first question could be reference to an object like a pen, a book, a car, etc., and the answer to the second one would be a mention of a personal recipient like, Ravi, Rakesh, Geeta, the boy, the cashier, etc.

In the first question the thing which is given is the direct object and therefore Wh-item that is used to elicit that object functions as a direct object. Similarly, in the second question the Wh-word 'whom' anticipates the response in the form of a personal reference or reference to the receiver of the money. In this case, 'money' is the direct object and the person who received it is the indirect object. Therefore, the Wh-word 'whom' has the function of an indirect object.

WH-WORD AS COMPLEMENTS

Wh-words 'how' and 'what' can ask questions about subject complement, object complement and complement of proposition. The underlined expressions in the following statements and questions act as complements of Wh-words seeking information about complements.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. The boys are very intelligent.</td>
<td>How are the boys?</td>
</tr>
</tbody>
</table>
24. They elected S. M. Krishna their chief Minister. What did they elect S. M. Krishna?

25. She is worried about the results. What is she worried about?

WH-WORDS AS EXCLAMATORY PRONOUNS

English has four types of sentences-declarative, interrogative, imperative and exclamatory. Wh-interrogative sentences and exclamatory sentences contain Wh-words. In Wh-questions, the purpose is to either seek information or to know a choice, or to ask for repetition, or to make a forceful statement. An exclamatory sentence, on the hand, does not have any of these functions. It expresses surprise, annoyance, anger, dislike, etc. In exclamatory sentences, (what a magnificent building! How interesting!) the words 'what' and 'how' indicate joy, appreciation, and wonder and functionally speaking act as exclamatory pronouns.

WH-WORDS AS ADJUNCTS

Adjuncts are relatively optional elements. They are slightly peripheral in the clause. However, they are not necessarily less important than other elements in the sentence. The label 'adjunct' that is meant that they are joined to or added to the main part of the sentence. For example, the expression 'by over-ambition' in the sentence 'He is haunted by over-ambition' is an adjunct. A "Wh-question" focussing on the adjunct will read as 'what is he haunted by?"
Apparently, the adjunct looks like a prepositional phrase and 'over-ambition' looks like a complement of the preposition 'by'. But a moment's reflection will tell us that 'by over-ambition' is an adjunct and the Wh-word in the question functions as an adjunct.

The Wh-questions are formed with the aid of one of above mentioned wh-words. Let us consider the following rule:

(I) the Wh-element comes first in the sentence

(II) the Wh-word itself takes first position in the Wh-element.

The only exception to the second principle is when the wh-word occurs in the prepositional complement. Here, English provides a choice between two constructions, one formal and other colloquial. In the formal style, the preposition precedes the complement, whereas in colloquial style, the complement comes first and the preposition is left 'trailing' at the end of the sentence:

26. On what did you base your prediction? (formal)

27. What did you base your prediction on? (colloquial)

We may express this difference more clearly by saying that colloquial English insists that the Wh-word comes first, while the formal English insists that the Wh-element as a whole comes first. Let us illustrate the following examples to analyse the interrogative sentences involving fronting of prepositional phrases.

28. Whom did you give the books to?

29. To whom did you give the books?
As discussed above, the rule will generate (28) but it fails to generate equally grammatical (29). The phenomenon illustrated by the latter example, in which the preposition appears to undergo fronting along with the NP, is a particular case of what Ross (1967) called pied piping¹.

The structure of 'to whom' is given by the following rule for expansions of the category PP²:

\[ PP \Rightarrow P \ NP. \]

P signifies the category preposition which includes elements such as to, in, for, at, on etc.

Here Wh-fronting must permit the movement of either an NP that satisfies the condition or a PP that contains such as an NP. A straightforward but not particularly illuminating way of revising Wh-fronting is the following:

Wh-fronting: \( x \begin{cases} \text{NP} \\ \text{PP} \end{cases} \ y \)

\[
1 \quad 2 \quad 3 \quad \Rightarrow \quad 2 + 1 \neq 3
\]

Condition:

(I) 2 is analysable as Wh+z or

(II) 2 is analysable as P Wh+z.

Naturally, condition (I) will be applicable only when 2 is an NP and condition (II) will be applicable only when 2 is a PP. A more interesting solution would be one in which a single condition would suffice, regardless of the category of the constituent that was being
fronted\textsuperscript{3}. It is meant that both the constructions are accepted in English.

There are number of constructions which rules do not cover. Of these, the most important is the Wh-interrogative in which there is no operator in the equivalent statement 'Do' is introduced as a substitute operator in the question. 'BE' and 'HAVE' count as an operator even when they are a main verb:

30. Who are you?
31. How are you?
32. Where are you?
33. What do you do?

We also notice that the adjuncts of instrument, reason, and purpose are normally questioned by the prepositional constructions:

34. What shall I mend it with?
35. What did you do that for?

The sentence (35) could be replaced by:

36. Why did you do that?

In this respect it has no alternative with a preposed preposition:

37. * For what did you do that?
The sentence (37) is not at all considered as a correct construction of interrogative. It is grammatically impossible and not accepted in informal usage also.

It is also interesting to notice that the abbreviated questions consisting of wh

+/-word and final preposition which in this construction regularly bears nuclear stress.

38. Where from/to?

39. What for/with?

40. Who with/by?

The sentences from 40 to 42 are as popular in colloquial speech as questions consisting of the Wh-word only:

41. Where? Who? Why?

There is a common abbreviated negative question:

42. Why not?

'Not' in 'why not' and 'if not' is a negative proform for the equivalent of the whole of the antecedent clause, again with changes sometimes when there is a change of a speaker. So is the case with 'if so' and less commonly 'why so':

43. A. I don't want to go in.

44. B. Why not (Why don't you want to go in?)
We notice that instead of treating 'not' as a proform, we can analyse these instances as ellipsis with an obligatory shift.

Although there is no verbal Wh-word for English, the content of the verbal element can be questioned by 'what' as the object of the generalized agentive verb 'Do' or as subject of HAPPEN:

45. What are you doing? (I am reading)
46. What have you done to/with my book? (I've hidden it)
47. What's happening? (It is snowing)

An indirect object can not act as Wh-element. The following example clarifies it:

48. *Who(m) did you give the gift?

The sentence (48) is not accepted grammatically in English. Instead of (48) in equivalent prepositional complement construction is used:

49. Who(m) did you give the gift to?

50. To whom did you give the gift?

In Wh-questions of the SVC pattern it is possible to distinguish between noun phrases as a subject and complements by signals of case and concord, where these apply:

51. Which is me?
Wh element as subject in the sentence (51) is used, for instance, when looking at the photograph. It may be contrasted with the following construction:

52. Which am I?

In sentence (52) wh-element acts as a complement.

Every wh-question may be matched with statement called its presupposition. This is state which, in the place of wh-element, contains an indefinite expression such as ‘somebody’. The presupposition which is assumed to be true by who ever uses the question, preserve normal statement ordering. Hence we can frame question corresponding to the presuppositions given below. It will clarify the syntactic ordering of Wh-questions in relation to the statements. The following sentences are in which the Wh-element operates in various clause functions.

53. Who ever opened my Vanity bag? (Wh-element: s)
54. Which books have they lent us? (Wh-element: d)
55. Whose classical monuments are these? (Wh-element: Cs)
56. How wide did they make the show-case? (Wh-element: Co)
57. When will you come back? (Wh-element: AuTime)
58. Where do you put up? (Wh-element: APlace)
59. Why are you late today? (Wh-element: AReason)
60. How did they rectify it? (WH-element: AProcess)
The above mentioned wh-questions usually take falling intonation but not rising intonation.

We see that normal statement order of elements is upset in Wh-questions not only by initial position of Wh-element but by the inversion of subject and operator in all cases except that in which the Wh-element is subject, where the rule of initial Wh-element takes precedence over the rule of inversion. Let us study the presuppositions based on the above mentioned questions:

64. **Some one** opened my Vanity bag \(\Rightarrow\) (53)

65. They have lent us **some of the books** \(\Rightarrow\) (54)

66. You will come back **sometime** \(\Rightarrow\) (57)

67. They rectified it **some how** \(\Rightarrow\) (60)

68. You visit Shimla **sometimes** \(\Rightarrow\) (63)

We notice that the relation between a Wh-question and its presupposition shows why negative questions of this type are rare except for 'why' questions. While there is an acceptable presupposition for 'why' question:

69. Why didn't he do it?

The presupposition of this question would be:

70. He didn't do it for **some reason**

There is no such correspondence with other question words:
71. *Where didn't he do it? He didn't do it somewhere.

The reason for this oddity of the sentence (71) is that 'some where' is normally replaced by 'anywhere' following a negative. On the other hand, 'for some reason' is accepted following a negative because it is a disjunct, and normally outside the scope of negation.

We have already studied that the postposed preposition in the questions is the Wh-element, being a prepositional complement, which is a part of adjunct, which is in turn is part of the main clause. Here are other examples where the Wh-element is embedded further down in the constituent structure of the sentence:

(a) Wh-element as prepositional complement within noun phrase in informal English.

72. Which professor did he marry the daughter of?
73. The daughter of which professor did he marry?

(b) Wh-element as element of nominal object clause.

74. What would you like me to buy?
75. How long did he tell you he waited?

The phenomenon illustrated by (a) and (b) can occur not only in direct questions, but in other circumstances where an element is fronted. The initial element in such cases is called a push-down element.

Wh-elements combining the embedding types (a) and (b) are also possible.
76. Which mountain do they say they tried to climb to the top of?

It is also possible to repeat the same type of embedding a number of times. In the following example, the Wh-element is a prepositional complement in a prepositional phrase.

77. Which professor did he marry the daughter of the stepson of the former wife of?

The sentence (77) is improbable. It seems to be acceptable by the rules of the English. On the other hand, there are clear and arbitrary limits to what can be a Wh-element. Element of indirect questions are debarred this function. For example the element of relative and adverbial clauses are given below:

78. How long can you be sure they waited? (Wh-indirect statement)

79. *How long can you be sure whether they waited? (Wh-indirect question)

80. *How many teams are you glad because we beat? (Wh-in adverbial clause)

81. *Which park did we listen to the man who was speaking in? (Wh-in relative clause).

We notice that this type of questions are heard in impromptu speech. This is one of the forbidden types of relative clause. The
pronoun stands as proxy of the Wh-element at the point of dependent clause. It would appear as given below:

82. Who else did you notice whether they passed the examination-?

Though ungrammatical by ordinary rules of Wh-questions formation, these sentences are obviously found useful in filling the gaps left by started sentences such as (80) to (82). It is interesting to know that when a Wh-element is a subject of an indirect statement, the omission of optional introductory 'that' is obligatory:

83. Who do you think did it? But not.

84. *Who do you think that did it?

The sentence (83) is acceptable whereas sentence (84) is grammatically incorrect and unacceptable.

It is more interesting to bring out the Wh-interrogatives in the positions of the restrictive adjuncts. 'Exactly' focusses on wh-questions and 'precisely' does so, but less commonly:

85. Exactly who is asking for me?

86. What exactly do you mean?

87. I know exactly where to find him.

'Exactly' does not precede the subject unless it premodifies a noun phrase with a quantifier, fraction, multiplier, or cardinal numeral:

88. Exactly ten people were present.

 to put it in interrogative:
89. Exactly how many people were present?
‘Just’ also focusses on Wh-questions, but can only precede them:

90. Just why do you want it?
‘Just’ can also focus on ‘exactly’ and ‘precisely’.

91. Just exactly what do you expect?
Or on a Wh-word also focussed by ‘exactly’ or precisely’.

92. Just who exactly are you?

93. Just where precisely do you want to go?

These questions are rarely used in English. Very few speakers make use of restrictive adjuncts such as ‘just’, ‘merely’, ‘purely’ and ‘simply’ in their day to day language.

SECTION - II

We have discussed the syntactic formation of Wh-questions in English with the phrase structure rules that are being adopted to explain the different syntactic structures of Wh-questions in English. We now consider the structural formation of Wh-questions in Kannada. The Wh-questions are also called ‘question word questions’. These questions are used to get a specific answers from the other end about someone, something, some event or some matter. The Wh-questions are formed by substituting a Wh-word for the questioned constituent in the statement. There is no change in the word order, although the
question word- "ee" may be placed sentence initially or preverbally as a stylistic alternative

English and Kannada languages have interrogative sentences but the way in which each functions in forming questions is different. However, the two language have only a limited number of question words which are used to frame questions. In English, these are words like, who, what, when, whose, which, why, how, etc. All these words except one i.e., how begin with the letters Wh- and therefore they are called Wh-words or interrogative pronouns. We have already discussed wh- words in English with the formation of Wh-Questions in the first section of this chapter. In Kannada the interrogative pronouns begin with 'y-e' for example yaaru (who) eenu (what) elli (where) yaavaaga (who) heege(how) eSTu (how many) etc.

The Wh-words in English and ye-words in Kannada perform similar functions such as that of subject, object, complement, adverbial, etc. The main aim here is to compare the Wh-words in English and ye-words in Kannada and to see how they function in interrogative sentences. The question words are as follows:

FUNCTIONS OF YE-WORDS IN KANNADA

Keshiraj has classified kannada question words according to their function in his master piece 'ShabdamaNi DarpaNa'. He begins by stating that the main aim of question is to collect information. In his
inventory there are only two question words and they are (yaaru-who) and (eenu-what). His classification is based on the case and number of these question-words. The following table shows how he has categorised the question words on the basis of the two criteria.

<table>
<thead>
<tr>
<th>yaaru (who) case</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>vibhakti</td>
<td>eka vachan</td>
<td>bahu vachan</td>
</tr>
<tr>
<td>Prathama-Nominative</td>
<td>yaaru (who)</td>
<td>yaaru (who)</td>
</tr>
<tr>
<td>Dwitiyaa-Accusitive</td>
<td>yaarannu(whom)</td>
<td>yaarannu (whom)</td>
</tr>
<tr>
<td>Trutiya-Instrumental</td>
<td>yaarinda</td>
<td>yaarinda</td>
</tr>
<tr>
<td></td>
<td>(by/from whom)</td>
<td>(by/from whom)</td>
</tr>
<tr>
<td>Chaturthi-Dative</td>
<td>Yaarige (to whom)</td>
<td>Yaarige (to whom)</td>
</tr>
<tr>
<td>Panchami-Ablative</td>
<td>Yaarigaagi</td>
<td>Yaarigaagi</td>
</tr>
<tr>
<td></td>
<td>(for whom)</td>
<td>(for whom)</td>
</tr>
<tr>
<td>Shasti-Genitive</td>
<td>Yaara (whose)</td>
<td>Yaara (whose)</td>
</tr>
<tr>
<td>Saptami-Locative</td>
<td>Yaaralli (in whom)</td>
<td>Yaaralli (in whom)</td>
</tr>
<tr>
<td>Sambodhana-Vocative</td>
<td>----</td>
<td>----</td>
</tr>
</tbody>
</table>

In addition to 'yaaru' and 'eenu' there are other question words in Kannada such as 'eSTu' (how many/how much), 'elli' (where), 'heege' (how), 'yaavaaga' (when) and 'eeke' (why). The question word 'yaaru' (who) is used to ask questions of human beings and other living animals and 'eenu' (what) is used in questions about non-living things.
Let us briefly define the functions of some Kannada question words:

yaaru/who - This question is asked to know the name of a living person.
yara/whom - This question is asked to know information about someone.
yaradu/whose - This question is asked to know possession.
eena/what - This question is asked to know the reason.
eenu/what - This question is used to know certain information.
eli/where - This question is asked to know the place.
yaavaaga/when - This question is asked to know the time.
eSTu/how many - This question is asked to know the quantity, duration, frequency and number.
yavudu/which - This question is asked to know the choice.
heege/How - This question is asked to know the manner.
eekte/why - This question is asked to know the reason, cause, happening.
THE PARADIGM OF YE-WORDS IN KANNADA

The 'ye'-words in Kannada form the following paradigm

<table>
<thead>
<tr>
<th>Proximate</th>
<th>Remote</th>
<th>'Ye' words</th>
</tr>
</thead>
<tbody>
<tr>
<td>illi (here)</td>
<td>alli (there)</td>
<td>elli (where)</td>
</tr>
<tr>
<td>iga (now)</td>
<td>aaga (then)</td>
<td>yaavaaga (when)</td>
</tr>
<tr>
<td>idu (this)</td>
<td>adu (that)</td>
<td>yaavudu (which)</td>
</tr>
<tr>
<td>iSTu (this much)</td>
<td>aSTu (that much)</td>
<td>eSTu (how much)</td>
</tr>
<tr>
<td>il huDag (this boy)</td>
<td>aa huduga (that boy)</td>
<td>yaava huDuga (which boy)</td>
</tr>
<tr>
<td>il riitti (in this way)</td>
<td>aa riitti (in that way)</td>
<td>heege/yaavariiti (how)</td>
</tr>
</tbody>
</table>

Not all Wh-words in Kannada have corresponding demonstrative words. For example, 'eeke' (why), 'eenu' (what) and 'yaaru' (who) do not have demonstrative words to go with them.

Like Wh-words in English, Ye-words in Kannada perform various functions. Most of these functions have been dealt with by D. N. S. Bhat in 'Kannada VakyagaLu' and by Shridhar in 'Kannada' respectively.

Let us collect examples of functions of 'Ye-words' in Kannada from authentic usage and Wh-words in English in the following way. To make the functional similarities explicit, we have juxtaposed Kannada examples with English ones.
YE - WORDS AS INTERROGATIVE PRONOUNS

The Kannada Ye-words like 'yaaru' (who) and eenu (what) may ask for information about subject, complement, direct object etc. Here are the examples.

1. a) avanu yaaru?
   b) he who (is)
   c) Who is he?

2. a) Vaani eenannu bareyuttiddaLe?
   b) Vani what write+be+pre-pro-3sl.
   c) What is Vani writing?

Let us highlight the features of Theme, Rheme, Residue and Mood in Kannada questions as under:

<table>
<thead>
<tr>
<th></th>
<th>yaaru</th>
<th>raamanige hooDedaru?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Theme</td>
<td>Rheme</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>raamanu</th>
<th>yaarige</th>
<th>hooDedanu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Theme</td>
<td>Rheme</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Manjulaa</th>
<th>shaalege</th>
<th>hooDeLeenu?</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Rheme</td>
<td>Theme</td>
<td></td>
</tr>
</tbody>
</table>
In these examples, the Wh-word or group functions as a complement and adjunct. There are other functions these groups or words serve. We will discuss them in some detail in the following subsection.
YE - WORDS AS ADVERBS

In order to get information about place, time, manner, reason etc, we use Ya-words like 'elli' (where), yaavaaga (when), heege (how), eeke (why), etc. These words aim to elicit adverbs of various types. Let us cite a couple of examples.

9. a) raghu elli hooda?
   b) Raghu where go+past+3sl.
   c) Where did Raghu go?

10. a) Meenaa yaavaaga bandaLu?
    b) Meena when came (come+past+3sl)
    c) When did Meena come?

11. a) raani heege hoodaLu?
    b) Rani how go+past+3sl.
    c) How did Rani go?

12. a) govinda eeke baralilla?
    b) Govind why come+past+neg+2sl.
    c) Why did Govind not come?

YE - WORDS AS ADJECTIVES

As we know, adjectives describe things, places, objects, people, and so on, the Ye-words used in some questions ask for information about choice, as in the following example:
13. a) raakesh yaava pustaka oodutiddaane?
   b) Rakesh which book read+be+pre-pro+3sl.
   c) Which book is Rakesh reading?

This question assumes that there are different types of books and that Rakesh is reading one particular book. The questioner is sure that 'Rakesh is reading some book' but he is not sure which book he is reading. The underlying deep structure sentence must contain some describing word which would provide answer to the above question. The Ye-word 'yaava' (which), therefore, acts as an adjective.

YE - WORDS AS SUBJECTS

When we want to find out the doer of the action or possessor of an object or find out a name of a person, we use Ye-word yaaru (who) in the interrogative sentence. For example,

14. a) muukajjiya KanasugaLu leekhakaru yaaru?
   b) Mukajjiya KanasugaLu writer who (is).
   c) Who is the writer of Muukajjiya kanasugaLu?
       or
       Who is the writer of Dreams of a Dumb Woman?

15. a) santooshanige yaaru karedaru?
   b) Santosh who call.
   c) Who called Santosh?

16. a) ii maneya maalaka yaaru?
   b) this house owner who (is).
   c) Who is the owner of this house?
YE - WORDS AS COMPLEMENTS

a) Ye-words as a subject complement

A subject complement is usually a noun phrase or an adjective phrase such as 'an engineer', 'a teacher', 'clever', 'tall' and so on. A subject complement is a word or an expression which not only tells us something about the subject, but also something that refers back to the subject. In other words, the subject and its complement are coreferential. The complement, adjective or noun phrase indicates something which is, in some sense, non-alienable or inseparable from the subject. In the following example, the words 'doctor' and 'Arun' are complements of the subjects 'avanu' (he) and avana (his).

17. a) avanu daaktara.
    b) he doctor (is).
    c) He is a doctor.

18. a) avanu aruna.
    b) he Arun is.
    c) He is Arun.

In order to get these two answers, we raise the following questions with Ye-words.

19. a) avanu yaaru?
    b) he who (is).
    c) Who is he?

20. a) avana heSaru eenu?
    b) his name what (is).
    c) What is his name?
We notice that these two questions containing (yaaru/who) and (eenu/what) expect the answer to mention the subject's profession or name in the case of the first question and only name in the case of the second. As the Ye-words (yaaru/who) and (eenu/what) arouse in our mind the expectancy about an element referring to the subject, we describe them as Ye-words functioning as subject complement.

b. ye - words as object complements

In English, some sentences contain an object and its complement, the latter being usually a noun phrase or an adjective. A object complement is a word or an expression which adds more meaning to or complete the sense of the object. For instance, people make somebody their leader, president, etc. In such a case, a person who is made or elected leader, president, captain is an object and what the person/noun/is made is the complement. Consider the following examples.

21. a) gaandhijige naavu eenendu kareyutteve?
   b) Gandhiji we what call.
   c) What do we call Gandhiji?

The expected answer to the above question is expressed below:

22. a) gaandhijige namma rashtrapitanendu kareyutteve.
   b) Gandhiji we father of the nation call.
   c) We call Gandhiji father of the nation.
The expressions ‘raashtrapita’ - ‘father of the nation’ is complement of the subject ‘Gandhiji’. Hence, the Ye-word in the question can be said to be acting as an object complement.

**YA - WORDS AS OBJECTS**

There are two types of objects-direct and indirect. For example, in a sentence like ‘He gave her a red rose’. ‘He’ is the subject, ‘her’ is the indirect object and ‘a red rose’ is the direct object. The position of the direct and indirect objects can be interchanged with the addition of the preposition between the two as in the sentence, ‘He gave a red rose to her’. Accordingly, we can speak a ‘ye’-question focusing on either the direct or an indirect object. Let us consider the following examples.

23. a) vinaya yaarige kengulaabi koTTa?
   b) Vinay whom a red rose gave.
   c) Whom did Vinay give a red rose?

24. a) vinaya swapnaaalige eenu koTTa?
   b) Vinay Swapna what gave.
   c) What did Vinay give Swapna?

25. a) idu eenu dushtatana !
   b) this what cruelty.
   c) Whay cruelty !

Here, we have discussed some basic concepts like theme, rheme, mood and residue. Then we have explained the major functions of Ye-
words in Kannada. We have seen that Ye-words in Kannada perform similar functions as Wh-words in English. Thus, the approach is mainly functional.

We will look at Kannada questions from the structural point of view in this chapter. When we transform kernel sentences into questions, we make structural changes using the processes of replacement, movement, scrambling and reduplication. These structural aspects of questions will be illustrated here.

The case relations of the questioned element are expressed by adding case suffixes to the basic question words, e.g., yaaru+inda=yaarinda 'from whom' such questions carry a falling intonation. Consider the following examples:

26. nimma hesaru eenu?
   your name what.
   'What is your name'?

27. avana mane elli?
   his-h-pos house where.
   'Where is his house'?

28. avaru yaaru?
   that person-h who.
   Who is that person?
29. ninne shalege yaake baralilla?
   yesterday school-dat why come-in nes.
   Why didn't you come to school yesterday?

30. nimage yaavudu beeku?
   you-dat which want.
   Which one do you want?

31. ii samasye heege bagehariyuvudu?
   this problem how solve-n pst-ger.
   How will this problem be solved?

33. nlivu yaava haNNannu tindiri?
   you which fruit-acc eat-pst-2pl.
   Which fruit did you eat?

34. raaju eellinda phonu maaDiddaane?
   Raju where-abl phone do-pst-3sl/m.
   Where does Raju phone up from?

35. nimage sambaLa esTu?
   you-dat salary how-much.
   What's your salary?

When more than one person, place, etc., is expected as an answer, 
the question word is reduplicated twice in sentence. This is the typical 
syntactic formation of wh-questions repeating the wh-word in Kannada 
whereas this is not found in English:
36. niivu **yaavayaava** kaayipalle tegedukonDiddiri?
   you which-which vegetables take-n pst-pf-2pl/h.
Which vegetables have you bought?

37. nimma shaleeyalli **yaaruyaaru** iddaare?
   your school-loc who-who be-n-pst-3pl.
Who all are there in your school?

This reduplication of the question word requires exhaustive enumeration by way of answer. When case marked questions are reduplicated, only the second word carries the case marking. Let us see the following sentence:

38. niivu **elli-ellige** hoogiddiri?
   you where-where-dat go-pst-pf-1pl/h.
Where did you go to?

By way of answers, the question is repeated, with the answer for the questioned constituent. For example, an answer to the question is sentences (26) to (28) might be (39) to (41).

39. nanna hesaru naviina.
   My name Naveen.
   My name is Naveen.

40. avana mane gadagadallide.
   his house gadag/oc-be-pst/3sl.
   His house is in Gadag.
41. avaru namma maava.

that person our brother-in-law.

That person is our brother-in-law.

Most of the time we accept to provide only the new information. We may also notice that the constituents of the main clause can be questioned. Here we question nouns, verbs, adjectives and adverbs. When the verb is questioned 'eenu maadu' - 'do what' or 'eenu aagu' - 'what happens' is used for transitive and intransitive verbs respectively. We can distinguish the possibilities with respect to clausal constituents:

42. PraviinNa sujaataLige naaLe huudooTadalli

praveen sujata-dat tomorrow garden-loc.

vajrada saravannu koDaliddaane.
diamond necklace-acc give-inf-be-n-pst-3sm.

Praveen is going to give Sujata the diamond necklace in the garden tomorrow.

43.a) Yaaru sujaataLige naale huudooTadalli

vajrada saravannu koDaliddaare?

'Who is going to give sujata the diamond necklace tomorrow? The subject is questioned here.

b) PraviinNa sujaataLige naaLe huudooTadalli eenu koDaliddaane?

'What is praveen going to give sujata in the garden tomorrow? The direct object is questioned here.
c) PraviiNa yaarige naaLe huudooTaddlli vajrada saravannu koDalliddaane?
   To whom is praveen going to give the diamond necklace in the garden tomorrow?
The indirect object is questioned here.

d) PraviiNa sujaataLige naaLe huudooTadalli vajrada saravannu yeenu maaDaliddaane?
   What is praveen going to do with the diamond necklace in the garden tomorrow?
   This is a verbal question here.

e) PraviiNa sujaataLige vajrada saravannu huudooTadalli yaavaaga koDaliddaane?
   When is Praveen going to give the diamond necklace to sujata in the garden?
   This is a time adverbial question here.

f) PraviiNa sujaataage naaLe vajrada saravannu yelli koDaliddaane?
   Where is Praveen going to give sujata the diamond necklace tomorrow?
   The adverbial of the place is questioned here.

In these questions the different Wh-words are used to interrogate the particular constituent of the sentence. We can also frame short Wh-interrogatives with the help of sentence (43) as shown below:

   g) yaaru koDaliddaare - praveeNa
   Who is going to give? - Praveen.
h) PraviiNa yeenu maaDida?  
What is Praveen going to do?  
KoDaliddaane  
going to give.

i) Yaarige KoDaliddaane?  
To whom is he going to give?  
sujaataLige  
To sujata.

j) eelli KoDaliddaane?  
Where is he going to give?  
huudooTadalli.  
in the garden.

k) Yaavaaga KoDaliddaane?  
When is he going to give?  
naaLe  
tomorrow.

l) eenu KoDaliddaane?  
What is he going to give?  
vajrad sara  
the diamond necklace.

Here, we understand that the different Wh-words are used to specify the subject, direct object, indirect object, adverbial place and time and verb also. The following are some more examples of adverbial question that indicate quantity and quality:

44. yaava pustaka sikkitu?  
Which book get-p-3sl/nh.  
Which book did you get?

45. enthaha pustaka sikkitu?  
What kind book get-p-3sl.  
What kind of book did you get?

46. eSTu pustaka labhyavaduvu?  
how many book available-p-3pl.  
How many books did you get?
The above mentioned questions provide varied information about the topic i.e., :

47. gaNita pustaka sikkitu.
   You got a mathematics book.

48. raTTina kavarina pustaka sikkitu.
   You got hard bound book.

49. naalKu pustaka sikkavu.
   You got four books.

The above sentences (47), (48), and (49) are expected answers to the questions (44), (45) and (46).

When we question noun phrases the most often we get operators at the root of the adjectival elements. When we interrogate adjectives we bound to claim the definiteness and quality. We consider the following examples :

50. idu yaava huuvu?
   What kind of flower is this ?

51. idu enthaha huuvu?
   What kind of flower is this ?

52. idu kempu gulaabi
   This is a red rose.

Here sentence (52) will become answer to the questions (50) and (51) by stating definiteness to (50) and qualitatively to (51) which suffices both the statements at once.
The three Wh-words namely ‘yaava’ -‘which’, enthah -‘what kind’ and ‘eSTu’ -‘how’ are used very appropriately to make the things clear and definite. The following are the examples:

**yaava - ‘which’:**

- *yaavanu* = which man, *yaavaLu* (yaavaake) = which woman, *yaavadu* = which thing? In the same way as the adjective ‘yaava’, other adjectives, relative participles (present, past and negative) genitive cases of nouns are made pronouns by having the pronoun -avanu, avaLu, adu- added to them, and then be declined in the same way as these pronouns; e.g., cikkavanu, cikkavaLu, cikkadu = a little one (person or thing)

53. a. yaava kudure ooLLeayadu?

Which horse is the best?

b. nimage yaavadu beeku?

Which do you want?

c. yaavanige hoogannuttiri?

Whom will you tell to go?

d. avaru namage yaava kaaraNakkagi baraheeLidaru?

Why do they ask us to come?

e. yaava riitiyalli ii bangaleyannu kaTTbahudu?

In which way may this building be constructed?
f. yaavanannu karedukoNDu barali?
   Which of them shall I bring here?

entahaa - 'What kind of'.

54. a. avaLige entahaa vastu prashastiyagi banditu?
   What kind of thing does she get as a prize?

b. niivu aa spardhege entahaa katheyannu kaLuhisidiri?
   What kind of story did you send to the competition?

c. kelasa maDalikke avanige entahaa jana beeku?
   What kind of people does he need to work?

d. aSTella aledaaDidakke aatanige entahaa kelasa sikkitu?
   What kind of job did he possess after wandering a lot?

e. niimage entahaa pustaka beekaagide?
   What kind of book do you want?

eSTu - how/how much/how many.

To the questions with this word, we get answers like: iStu = this much, so much; aSTu = that much, so much, so many; aSTuu, aSTaruu = all, whole.

55. a. eSTu mandi hoodaru?
   How many persons have gone?

b. nimageSTu makkaLu or nimage makkaLeSTu?
   How many children have you?
c. eSTu samayadavarege naavilll kaayabeeku?
   How long do we wait here?

d. eSTu hottaayitu?
   What is the time?

e. munjaaneyinda sanjeyavarege eSTu kelasa maaDidiri?
   How much work did you do from morning to evening?

The word 'how' has been used differently in Wh-interrogatives, which acts as the main word in a sentence. The following examples can prove it:

55. f. idannu eSTakke koDuttiri ?
   For how much will you give this?

g. avaru eSTaravarege namagaagi kaayutiddaru?
   How long were they waiting for us?

h. eSTarinda naalkannu kaledare enTu baruttade?
   From which number by subtracting four do you get eight?

i. eSTakke enTannu seerisidare hanneeraDaaguttade?
   To which number by adding eight do you get twelve?

Here 'eSTakke' -'how much/many' becomes 'eSTu rupaayige', 'eSTaravarege' becomes 'eSTu gaNTeyavarege' -'how long' and eSTarinda is meant 'yaava sankhyeyannu' - from which number'. These are instances of contextual and situational usages in Kannada.
We must notice that there is a lot of difference in the meaning when we use the Wh-words 'eSTu' and 'eSTanee'. The following are the examples:

56. eSTu haNa beeku?
   How much money do you want?

57. avanu eSTanee taragatiyalli ooduttane?
   In which standard does he study?

Here 'eSTu' becomes 'how much' that states the quantity and state of things where as 'eSTanee' -'in which' questions the serial number of the person or thing among persons or things. Let us consider the statements:

58. nuuru rupaayi beekaagittu.
   I want hundred rupees.

59. avanu eraDane taragatiyalli ooduttane.
   He studies in the second standard.

The statement (58) states the definite thing whereas (59) asks the number within the group of persons or things. We can also question the adjectival phrases according to their usage with definiteness, nature and quantity and quality. The Wh-word 'yaaru'-who is used before human or 'yaavanu' or 'yaavaLu' on the basis of gender. If they are non-human we use eenu-what or yaavadu-which with the contextual meaning. Consider the following sentences:
60. a. *vilaasanige vyaakaraNa pustakavannu yaaru kooTTaru?*  
Who has given Vilas the grammar book?

b. *uttama ingliish pustakavannu yaarige koTTanu?*  
To whom did Uttam give the English book?

c. *vijaya shoobhaalige eenu koTTaLu?*  
What did Vijaya give Shobha?

d. *avaru maduvege yaarannu amantrisiddaare?*  
Who have they invited to the marriage?

e. *haalannu kuDidaddu yaavudu?*  
Which one did drink milk?

It is worth noticing that 'yaavanu'-'who' -masculine and 'yaavaLu'-'who' - feminine are rarely used in Kannada as they are disrespectful terms. Instead 'yaarige' is the common question word used for both:

61. a. *nanna TippaNegaLannu yaarige koTTe?*  
Who did you give my notes?

b. *avanu yaarigaagi duDidanu?*  
To whom did he work?

c. *goopaalana aasti yaarige sikkitu?*  
Who did get Gopal’s property?

d. *siitammaLa bangaaara yaarige doreyitu?*  
Who got Sitamma’s gold?
We use 'eenu' - 'what' and 'yaavudu' - 'which' to ask these questions. We must understand that there is a lot of difference in making use of 'eenu' and 'yaavudu'. The Wh-word 'yaavudu' is used to denote a particular thing from the collection of things. The other Wh-word 'eenu' states a general thing. When a thing or animal is not in particular but the things or animals in particular could take the Wh-word 'yaavudu' but not 'eenu'. Consider the following examples:

62. a. II vastugaLalli nimmadu yaavudu?
   Which is yours among these things?

   b. *II vastugaLalli nimmadu eenu?
   What is yours among these things?

   c. aa eradu kooLigaLalli yaavudu moodalu tatti haakide?
   Which one has first laid the egg between those two hens?

   d. *aa eradu kooLigaLalli eenu moodalu tatti haakide?
   Which has first laid the egg between those two hens?

The sentences (62a) and (62c) are grammatically acceptable whereas the 'eenu' in sentences (62b) and (62d) are the grammatically incorrect. This shows the 'eenu' is to refer to things unidentified while 'yaavudu' refers to the particular thing.

In equational sentences, either the subject noun phrase or the predicate nominal can be questioned.
63. idu eenu? - idu kurchi
What is this? - This is a chair.

64. Kurchi yaavadu?
Which is the chair?

However, when the predicate nominal signifies a profession, for example 'kammaara' - blacksmith, baDigi-carpenter, pattaara-goldsmith etc, it can not be questioned by using 'eenu' in Kannada.

65. * avanu eenu? - avanu pattaara
What is he? - He is a goldsmith.

What is she? - She is teacher.

While in English "what" can be used to question a person's occupation. The usage of the equivalent question word in Kannada , 'eenu' in similar context results grammatically unacceptable sentences. Again, we use 'eenu' when things are not particular.

67. adu eenu?
What is that?

68. granthaalayadalli eenu ide?
What is there in the library?

69. nimma ciiladalli eenu ide?
What is there in your bag?
70. avaLu eenu tinnuttaaLe?

What does she eat?

The usage of 'eenu' - 'what' and 'yaavudu' - 'which' has a minute difference. Consider the following examples:

71. avaLu nimage yaavudannu heeliddaLe?

Which has she told you?

72. avaLu nimage eenannu heeliddaLe?

What has she told you?

73. avaru bakeettinalli yaavudannu haakiddare?

Which have they put in the bucket?

74. avaru bakeettinalli eenannu haakeddare?

What have they put in the bucket?

75. upparigeyinda keLage biddaddu yaavudu?

Which did fall down from the upstair?

76. upparigeryinda keLage biddaddu eenu?

What did fall down from the upstair?

In the sentences (71), (73), and (75) the Wh-word 'yaavudu' denotes the particular thing among many others.

Usually the Wh-word 'yaavudu' -which is used to question the particular thing instead of 'eenu' - 'what' in an interrogative sentence.

77. ii paatreyannu oDedaddu yaavudu?

Which did break this pot?
78. *ii paatreyannu oDedaddu eenu?
What did break this pot?

79. iliyannu yaavudu oDisitu?
Which did chase the rat?

80. *iliyannu eenu oDisitu?
What did chase the rat?

Here sentence (78) and (80) are grammatically incorrect. Apart from this, Wh-word 'eenu' -what is used to question nominative and accusative cases in Kannada but it does not question the adjuncts in the sentences. Hence, the question word yaavudu -‘which’ is used to frame questions.

81. a. baaLehaNNu yaavudakke sikkitu?
Which did held the banana?

b. kumbaLa balli yaavudara meeLe habbide?
What support did pumpkin creeper take to grow?

c. avaru yaavudarinda hoLe daaTidaru?
With what support did they cross the river?

d. avaLu anjiruvudu yaavudakke?
What was she afraid of?

The question-word ‘yaaru’ is the common term for ‘yaavanu’ and ‘yaavaLu’ eventhough they constitute different genders. Let us consider the foiling sentences:
82.a. kiTakiyannu yaaru muridaru?
   Who broke the window?

b. nimma taragatiyalli yaaru jaaNariddaare?
   Who is intelligent in your class?

c. pennu yaarige beeku?
   Who wants a pen?

d. dillige yaaru hoogiddare?
   Who has gone to Delhi?

e. nanna paTichilannu yaaru kaddirabahudu?
   Who might have stolen my satchel?

f. ninne uurinda yaaru bandaru?
   Who did come from village yesterday?

g. ii huDugarige yaaru nooDuttaare ?
   Who looks after these boys ?

We can use the question word "elli" -where to question the adverbial of place in the sentence. Let us consider the following examples:

83. a. nimma mane ellide?
    Where is your house?

b. avaru elli itruttaare?
    Where do they live/put up?

c. aanegaLu ellinda bandavu?
    From where did the elephants come?
In order to question adverbial of time we make use of the question word yaavaaga - 'when' in Kannada. The followings are the examples:

84. a. yaavaaga eddiri?
   When did you get up?

b. niivu yaavaaga hooguttiri?
   When are you going?

c. avanige yaavaagininda jvara bandide?
   Since when did he get temperature?

d. avaru yaavaaga hoodaru?
   When did they go?

e. niivu matte baruvadu yaavaaga?
   When will you come again?

f. niivu nannannu yaavaaga noDidiri?
   When do you see me?

We use question word 'yaake' - 'why' to interrogate the adverbial of reason. The followings are the examples:
85. a. yaake bandiri ?
   Why do you come ?

   b. Yaake koDalilla ?
      Why did you not give ?

   c. idella yaatakke ?
      Why all this ?

   d. niivu namge baraheeliddu yaake?
      Why did you call us?

In sentences with be verb, any constituent except the be verb can be questioned. Consider the following examples:

86. pakkada maneyalli eenide ?
    What is there in the next house ?

When the verb is an implied and the predicate nominal expresses a quality attributed to the dative subject. Consider the following examples.

87. a. kiraNanige pluu bandide.
    Kiran has a cold

   b. kiraNanige eenagide?
      What has happened to Kiran ?

   c. yaarige pluu bandide?
      Who has a cold ?

   d. kiraNanige eenu bandide ?
      What has happened to Kiran ?
The constituents of sub-clauses that can be questioned. The constituents of infinitival, participial, gerundive, adverbial and complement clauses can be interrogated with some restriction noted below. We also notice that many of the English glosses will, necessarily, be of marginal acceptability given different constraints on Wh-question formation. Let us consider the infinitival clauses. Any constituent of an infinitival clause, except the subject, may be questioned. Consider the direct object at the first view:

88.a. niinu yaarannu nooDalikke dharawadakke hoodiri?
Who did you go to Dharwad to see?

b. avaru yaarannu maatanaaDisalu beLagaavige hoodaru?
Who do they go to Belgaum to speak to?

c. naavu yaarannu kareyalu mumbaayige hoogiddevu?
Who did we go to Mumbai to invite?

We consider the indirect object in the following examples:

89.a. yaarige haNa koDalikke hoode?
Who did you go to give money to?

b. yaarige ii kelasa beekaagitttu?
Who wanted this work?

c. yaarige heeli hoodanu?
Who did he tell and go?

d. yaarige ii viSaya gottittu?
Who knew this matter?
The followings are the examples with object of postposition in the sentences:

90. amma yaara muulaka uTa kaLuhisaLikke heeLidaru?
Who did the mother ask to send the meal with?

91. raaju yaara muulaka haNa kaLuhisalikke patra baredanu?
Whom did Raju write letter to send the money with?

We know that any constituent of a participial clause, except the subject, may be questioned. Consider the following examples with direct object:

92. eenannu nooDi ninage nage bantu?
Seeing what did you feel like laughing?

93. eenannu keeLi avarige buddhi bantu?
Hearing what did they learn like lesson?

The followings are the examples with indirect object in the sentences given below:

94. yaarige patra koTTu anceyavanu hoodanu?
After giving letter to whom did the postman go?

Let us consider the object of postposition to raise questions in the following sentences:

95. Yaara pakka nintu avanu phoTo tegesikonDanu?
Standing beside whom did he take photograph?
We know that any constituent of a gerundive clause, including the subject, may be questioned. We consider the following the examples with the subject.

96.a. yaaru illige baruvadu oLLeyadalla?
Whose coming here is not good?

b. yaaru sabheyalli haajariruvadu saryalla?
Whose presence in the function is not right?

Let us consider the following examples with the direct object.

97.a. maadhuri yaarannu maduveyaaguvudu oLLeypadu?
Who is the right person for Madhuri to marry?

b. naavu yaarannu beTTiyaguvudu oLitu?
Who is the right person for us to meet?

The following are the examples with indirect object.

98.a. savitaa yaarige paaTha heeLuvudu oLLeya vichaara?
Whom should Savita give lessons is a matter of good thought?

b. naavu yaarige protsaaha niiduvudu hemmeya sangati?
Whom do we give encouragement is a matter of pride?

Let us see the examples with object of postposition in the following examples:

99.a. hanumaa yaaroDane iruvudu pooliisara gamanakke bandide?
Hanuma’s staying with whom has come to the attention of the police?
b. anjanaa yaaroDane maduveyaadudu avaLa tandeya lakshakke banditu?
Anjana's marriage with whom has come to the attention of her father?

We understand that the Wh-interrogatives are formed with complement clauses. The constituents of complement clauses—both quotative and factive complementizer 'embudu' variant of 'ennuvudu' or colloquially 'annoodu' may be questioned, although they are infinitive clauses. The following are the examples of the subject of a quotative complement.

100.a. eenu kaLediDe anta satisha heeLida?
What did Satish say is lost?

b. eenu beekaagide endu suvarna keeLiddLu?
Suvarna asked what was needed.

c. eenu koDabeekaagide embudu avarige maravaagide?
They have forgotten what they have to give.

We consider the following examples with direct object of a quotative complement.

101.a. nitta eenannu nooDidaLu endu ramesh heeLidanu?
What did Ramesh say that Nita saw?

b. avinaasha ennannu paDeda aembudu aaratige tilidide?
What did Arati know that Avinash got?
c. arjunanu ennannu maaDida endu bhiimanu nooDida?
    What did Bhima see that Arjun did?

Let us study the formation of Wh-questions with indirect object of a quotative complement.

102. a. Shilla TippaNegaLannu yaarige koTTaLu endu shiitala heeLidaLu?
    To whom did Shital say Sheela gave the notes?

b. kallappa ettugaLannu yaarige maarida endu mallppa tiLidukonDanu?
    To whom did Mallapa know kallappa sold the bullocks?

c. saritaa muttina haaravannu yaarige kaaNikeyaagi koTTaLu embudannu swapnaa nooDidaLu?
    To whom did Swapna see Sarita presented the pearl necklace?

d. lakSmi haNavannu yaarige saala koTTaLu endu vinayage gottittu?
    To whom did Vinay understand Lakshmi lent the money?

The following are the examples with object of postposition of a quotative complement.

103. a. aakaLu yaava kaDege banditu endu ashooka heeLidanu?
    Which side did Ashok say the cow came?

b. simhavu yaava kaDege hooyitu endu sanjaya KeeLidanu?
    Which side did Sanjaya ask the lion went?
We understand that the questions are formed with subject of factive complement:

104. a. shashidhara yaaru gelluttare ennuvudannu oppuvudilla?  
Who does Shashidhar not agree will win?

b. gangaadhara yaaru saravannu kaddaru ennuvudannu kanDanu?  
Who did Gangadhar see stole the necklace?

The following are the examples with Direct object of a factive complement:

105. a. Vinutaa yaarannu preetisuttLe ennuvudu avaLa tandege santosha uNTumaadide?  
Who does Vinuta love has made her father happy?

b. avanu yaarannu hoDedenu ennuvudu avaLa taayige dukkha uNTumaadide?  
Who did he beat has made her mother unhappy?

Consider the following examples with Indirect object of a factive complement:

106. a. sangeetaa yaarige maale haakidaLu ennuvudu nija?  
To whom is it true that Sangeeta put garland?

b. nuutana yaarige moosa maaDidaLu ennuvudu suLLu?  
Whom is it false that Nutan deceived?
The constituents of noun phrases that can be questioned. A noun phrase is a major constituent of a sentence that functions as an argument of the main verb of the sentence. It consists mainly of a nominal head or pronoun and may optionally be preceded and/or followed by modifiers e.g., "aa aidu doDDa maisuuru mallige huuvina maalegaLu" - "Those five big Mysore Jasmine flower garlands". Thus, the Kannada noun phrase consists of a number of elements, including:

I. demonstrative "adjective"
II. quantifier
III. descriptive adjective
IV. classifier
V. possessive adjective
VI. adverbial
VII. emphatic element
VIII. relative clause and
IX. comparative / superlative / equative structures.

The interrogative possibilities of these syntactic structures are as follows:

107.a. Demonstrative "adjective":

ii/aa pratibhaavanta huDugi.
This/that talented girl.

b. Yaava pratibhaavant huDugi?
Which talented girl?
c. Cardinal numeral:
Kaarantara ippattu pustakaguLu.
Twenty works of Karant.

d. Kaarantara eSTu krutigaLu?
How many works of Karant?

e. Quantifier (ordinal numeral):
Kuvempuravara eraDanee kaddambari.
Kuvempu's second novel.

f. Kuvempuravara eSTane kaddambari?
How manyth novel of Kuvempu?

g. Descriptive Adjective:
basavarajana sundara magalu
Basavaraj's beautiful daughter.

h. basavarajana enthaha magalu?
What kind of daughter of Basavaraj?

We notice that the adjectives in the above sentences can have either restrictive or non-restrictive meaning depending on whether the adjective receives contrastive stress.

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Neither the classifiers 'jana' - 'persons', baNNa - 'colour'. Which follow numerals and colour names, respectively, nor "countable"(or measure words) such as 'seeru' approximately 'one kilo or one litre' can be questioned, instead, the entire nominal or adjectival constituent is questioned. In the following examples, the (a) sentences are noun
phrases containing classifiers etc, and the (b) sentences are the corresponding questions that are grammatically unacceptable and the (c) sentences are grammatically acceptable.

108. a) naalku jana raitaru
Four farmers.

b) *naalku eenu/yaaru raitaru?
four what/who farmers?

c) eSTu jana raitaru?
How many farmers?

109. a) hattu maNa jooLa.
ten maunds of jawar.

b) *hattu eSTu/eenu jooLa?
ten how much/what of jawar?

c) eSTu maNa jooLa?
How many maunds of jawar?

There are two types of relative clauses in Kannada the participial and sentential (See Nadakarni 1970 and Smt. S. R. Balundgi 1983). The main difference between the two types is that the main verb of the first is in the relative participle form and that of the second is finite. Any constituent of the relative clause may be questioned, but the sentential relative does not permit questioning of any of its constituents. Consider for instance, the following sentences.
110. a) Subject of a participial relative clause:
I) yaaru bareda kathegaLu bahumaana padeDive?
The stories written by whom have won the prize?

II) yaaru nooDida kanyeyannu maduve madDikonDanu?
The girl seen by whom has he got married?

110. b) Direct object of a participial relative clause:
I) raama enannu seevisida dina khaayile bidda?
Rama fell sick on the day he ate what?

II) rashmi enannu keeLida kSan muurche biddaLu?
Hearing what Rashmi fainted at once?

110. c) Subject of the sentential clause:
I) yaaru meccida huDugi bandinddaLe?
The girl that who admired has come?

The noun phrase constituents of postpositional phrases can be questioned. Consider the following sentences for examples:

111. a) niinu yaarige a huuvannu koTTe?
Who did you give that flower to?

b. ii nadi yalliyaCrege hariyyutad?
Where does this river flow?

c. pustaka yaara muulaka kaLuhisali?
Through whom shall I send book?

d. avaru yaara maneyinda baruttiddare?
Whose house are they coming from?
The constituents of co-ordinate structure that can be questioned. There are four modes of co-ordination in Kannada: juxtaposition, cliticisation, participialisation, and lexical conjunction. Of these, juxtaposition and cliticisation do not permit the questioning of their constituent elements within lexically co-ordinated structures, however may be questioned.

112. Juxtaposition:
   a) giita haalu mattu giNNannu tandiddaaLe?
   Geeta has brought milk and cheese.
   b) giita haalu mattu eenu tandiddaale?
   What else has Geeta brought with milk?
   c) giita eeneenannu tandiddaale?
   What all has Geeta brought?

This is a typical syntactic formation of questions in Kannada. The word 'mattu + eenu =mattenannu is possible usage in Kannada whereas in English the equivalent term is 'and what else'. Another term eenu+ eenu+ annu =eeneenannu in Kannada the equivalent term in English is 'what all' in English.

113. Cliticization:
   a) candrikaa bengaLurigoo, chennaigoo hooguttiddaaLe.
   Chandrika is going to Bangalore or Chennai.
   b) candrika ellellige hooguttiddaaLe?
   Where else is Chandrika going to?
114. **Lexical co-ordination: Noun phrase.**

a) krishnaa maneyannu mattu holavannu koNDiddaane.  
Krishna has bought a house and land.

b) krishnaa eeneenannu koNDiddaane?  
What else has Krishna bought?

115. **Lexical co-ordination: verb-phrase.**

a) Vanitaa tiNDi tindaLu mattu cahaa kuDidaLu?  
Vanita had breakfast and drank tea.

b) vanitaa eeneenannu maaDidaLu?  
What all did Vanita do?

Thus, the question formation with juxtaposition, cliticisation and lexical co-ordination usually confuses the learner of the second language. The wh-question formation in English mainly depends upon inversion, substitution, scrambling and affix switching whereas the wh-questions in Kannada are constructed with substitution and reduplication of ye-words. We can not apply the theory of reduplication to English wh-questions. So the absence of the inversion in Kannada and reduplication in English create lot of difficulties to second language learner. The mode of framing questions leads to confusion and it does not make sense to the learner. That is why the second language learners should pay an extra attention to the movement, substitution and inversion for the construction of wh-questions in English.
As far as intonation pattern is concerned, the wh-question in Kannada normally makes use of a rising intonation. But there are different patterns of intonation in English. It is used according to context involved - falling, rising, rising-falling and falling -rising.
REFERENCES:

1. Ross (1967) illustrated the Theory of pied piping in his dissertation entitled “Constraints on variables in Syntax” pp.28
2. Ibid - pp-57
3. Ibid - pp. 59
5. Ibid - pp - 396
6. Keshiraj - (1260)

Kannada also has a fine grammatical tradition. It begins with shabda smruti, the first chapter of the work on poetics, kaavyaavalookana by Nagavarma (c.1150 AD) and continues with the same author's Karnataka Bhashaa BhuuSaNa which is in sanskrit. The most highly respected work of Kannada grammar is Keshiraja's shabdamani darpana. (The Jewel Mirror of words 1260 A.D), which describes the language in 322 sutras arranged in eight chapters. He classifies Interrogative pronouns and wh-words in this book very systematically