

# THE FORMS AND MEANINGS OF ENGLISH INTERROGATIVES



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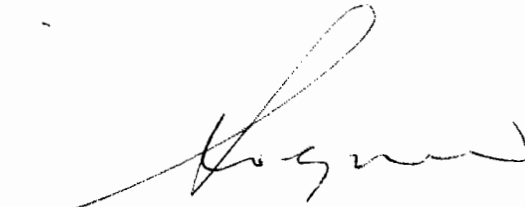
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## TABLE OF CONTENTS

	Page
OFFICIAL APPROVAL PAGE .....	iii
ACKNOWLEDGMENTS .....	iv
TABLE OF CONTENTS .....	v
CHAPTER I : INTRODUCTION .....	1
A. Background of Study .....	1
B. Aim and Scope .....	6
C. Methodology .....	9
D. Plan of Presentation .....	11
CHAPTER II : ENGLISH INTERROGATIVE FORMS .....	12
A. English Interrogative Operators. 13	13
1. The concept of English	
operators .....	14
2. The classification of	
English operators .....	15
3. The distribution of	
English operators .....	16
B. Yes-No Question Constructions ..	16
1. The general pattern of Yes-no	
question constructions .....	17
2. Patterns of Yes-no question	
constructions based on tenses	
and aspects .....	18
3. Patterns of Yes-no question	
constructions inserted by	



adverbs of frequency and	
adverbs of relative time .....	25
C. Wh-Word Question Constructions ..	27
1. Kinds of Wh-words in the	
English interrogatives .....	27
2. The general pattern of Wh-	
word question constructions ..	28
CHAPTER III : THE GENERAL MEANINGS OF ENGLISH	
INTERROGATIVES .....	30
A. The General Meanings of English	
Yes-No Questions .....	31
B. The General Meanings of Wh-Word	
Questions .....	37
1. The meanings of Wh-word ques-	
tions based on their Wh-words.	38
2. The meanings of Wh-word ques-	
tions based on English texts .	44
CHAPTER IV : ENGLISH INTERROGATIVES USED AS	
REQUESTS OR POLITE COMMANDS .....	50
A. English Interrogatives Used As	
Polite Commands .....	51
B. English Interrogatives Used As	
Requests .....	52
1. English interrogatives used as	
explicit requests .....	52
2. English interrogatives used as	
implicit requests .....	58

CHAPTER V	: RHETORICAL QUESTIONS .....	59
CHAPTER VI	: ENGLISH INTERROGATIVES USED AS GREETINGS .....	65
	A. English Interrogatives Used As Introductions .....	65
	B. English Interrogatives Used As Greetings .....	66
CHAPTER VII	: ENGLISH INTERROGATIVES USED AS EXCLAMATIONS .....	70
	A. Exclamations Having Subject- Operator Inversion .....	70
	B. Exclamations Having No Subject- Operator Inversion, but Using Wh-Words : "How" and "What" .....	72
CHAPTER VIII	: ENGLISH INTERROGATIVES IN DECLARATIVE FORMS .....	75
CHAPTER IX	: CONCLUSION AND SUGGESTIONS .....	80
	A. Conclusion .....	80
	B. Suggestions .....	84
FOOTNOTES	.....	89
BIBLIOGRAPHY	.....	91
APPENDICES	.....	94
Appendix 1	: The interrogative determiners and pronouns and their examples .....	95

Appendix 2 : The examples of Wh-words functioning as adverbs .....	98
Appendix 3 : The English texts being used for discussing the meanings of English interrogatives .....	99

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Studies of language have pointed out that language serves to communicate several kinds of messages : ideas, emotions, and desires. In order to convey the messages correctly, people who communicate should be concerned in some way with correct linguistic combinations, generally noted as grammar.

Grammar itself deals with the correct combinations of language units that have meaning, whereas meaning itself is a very complex set of relations having some connection with nonlinguistic aspects of the environment in which the sentence uttered. Facing this fact, it is realized that each language has its own rule of play for the so called correct grammar. Therefore, we cannot just simply apply a certain grammar to other languages. And this turns out to be a quite serious problem for foreigners studying English. The question now is : What happens to the English teaching-learning in countries which regard English as a foreign language ?

Teaching and learning English as a foreign language are somewhat unique. Unconsciously, people often tend to compare their mother tongue with the foreign language they deal with, particularly the grammar of the languages. The comparing of the grammar often results in overgeneralization. In some cases, it often happens that



what is considered easy in the mother tongue is also quite easy in the foreign language. And this, in some way, influences the way the English interrogative is presented to the students who regard English as a foreign language, as Indonesians do.

In the field of teaching and learning English in schools, it is noticed that there are not many concerns about the interrogatives. Teachers think that teaching the interrogatives is just a simple matter - just by switching the operator to the beginning of the sentence or by using a wh-word (who, whom, whose, when, where, why, or how) followed by the operator, then putting a question mark at the end of the sentence. And that is all ! Unfortunately, however, this does not go hand-in-hand with the students. In case of the English interrogative forms, students are often puzzled for example, either in differentiating "do" as a full verb from "do" as an auxiliary verb, or in determining the auxiliary to be switched to form the interrogative in a sentence having two auxiliaries such as "will have". Those two examples are just instances related to the complexity of the English interrogative forms. And there are still some other complexities concerning the English interrogatives.

On the other hand, there will be problems too in talking about the meanings and the real functions of English interrogatives. Students often do not really know the meanings of the interrogatives they construct. If a student is able to construct an interrogative sentence,

it will not guarantee that he understands the meaning of the interrogative form he constructs and the use of it properly.

As stated previously, because of the different grammar in each language, students who regard English as a foreign language will therefore find out that studying English interrogatives is quite different from studying the interrogatives of their mother tongue. Concerning such a case, this paper will highlight English interrogatives in order the students regarded English as a foreign language study them easier. The emphasis of this paper is on the meanings of English interrogatives, especially related to their possible forms in communication.

Broadly speaking, there have been findings related to this topic too. The findings, however, mostly focus on the English interrogative forms, for instance, as Robert Lado and C.Fries do in Lesson XXXI : "Summary of Question Patterns" of their book : English Sentence Patterns.<sup>1</sup> This paper, on the other hand, intends to record as many English interrogative forms and meanings as can be found in English texts, so that when someone has difficulties related to English interrogative forms and meanings, he can easily find the answer in this paper instead of reading so many English books.

To facilitate this study, I will discuss first what is meant by the topic. As a matter of fact, I choose English as the subject by considering the fact that there is no language more widely used or studied as a foreign

language than English. By foreign language, it means that English is a language as used by someone for communication across a frontier or with people who are not his countrymen; for example to listen to broadcast, to read books or newspapers, to conduct commerce or to travel<sup>2</sup>. It is for that reason that English is chosen for this study and not others.

Talking about the interrogatives as the main study, The Oxford Illustrated Dictionary states that the "interrogative" is a sentence having the form or force of a question, of inquiry, used in asking question<sup>3</sup>. This definition is similar to what the same dictionary says about the word "question". It says, "question" is a sentence in interrogative forms, meant to elicit information, interrogation, inquiry<sup>4</sup>. Based on this definition, this paper deals with sentence constructions having the interrogative forms to ask for certain information from the addressee. It should be noted that the English interrogatives being emphasized in this paper are limited to the "positive interrogatives", meaning to say, the interrogatives having no "not" in their operators. Also, in order the paper to be intensive, the kinds of the English interrogatives being intensively discussed in this paper are Yes-no question and Wh-word question constructions.

The word "forms", according to Oxford Advanced Learner's Dictionary of Current English, means a particular kind of arrangement or structure ; manner in which a thing exists<sup>5</sup>. This paper thus proposes the arrangement of

words to form an interrogative sentence. Dealing with the English interrogatives, we have three types of interrogative forms according to the types of sentences found in communication. First, we have English interrogatives having the interrogative forms. Second, we have English interrogatives having the declarative forms. Third, we have English interrogatives having the exclamatory forms. This kind of discussion is done by the consideration that there is no one-to-one correspondence between the grammatical form of a sentence and its function in communication.

Referring to the word "meanings" in this paper, Oxford Advanced Learner's Dictionary of Current English states that "meaning" is something what is signified or intended<sup>6</sup>. The word "meanings" here thus informs us that this paper is to uncover what is signified or intended by the English interrogative forms as they are found in many English texts. It should be noted however, that there will be various kind of meanings discussed in this paper. Firstly, this paper will see what meanings are carried out by the English interrogative forms, either the explicit or implicit meanings. Secondly, what meanings are carried out by the English interrogatives having exclamatory and declarative forms. Lastly, what other possible meanings are conveyed by the English interrogatives.

In conclusion, this paper is intended to help the students to come to master both the interrogative forms and meanings, so that they can understand and use the right interrogative sentences in the right situation.

## B. Aim and Scope

This study deals with the English interrogatives, especially from the point of view of the forms and meanings. By having this study, it is hoped that the readers will be able to understand and use the right English interrogative forms in the right situation.

This study is done so with consideration that in many English grammar books, the interrogatives are often found out just as additional notes. If we look at what English for the SLTA, Structure Reference book 1 for instance, the interrogative forms of Simple Present Tense for example, are given after some explanation concerning the Simple Present itself (usually in the positive forms)<sup>7</sup>.

Furthermore, the explanation in English grammar books rarely explains the meanings of the interrogative forms clearly. This condition results in students' confusion in using the interrogative forms. Students often wonder what interrogative they should use to ask for a certain information from the addressee.

And so, to overcome the above weaknesses, in this paper I intend to record the "stepchild forms"- the interrogatives - and correlate them with the meanings they explicitly or implicitly convey. It is hoped that by connecting the forms and their meanings, the readers will be able to come to the correct use of English interrogative sentences.

Considering the aim to be achieved in this study, this paper will be divided into two scopes based on the

subject's groupings. The scopes are :

1. What are the acceptable English interrogative forms as they are used in communication ?
2. What are the various meanings of the English interrogative forms as they are found in English texts ?

In the first scope, this paper is dealing with many acceptable English interrogative forms. This should come first, because if the meaning of something is to be known, what the thing looks like should be understood beforehand. And it is based on these forms that I will try to analyze the meanings of English interrogative forms, either the explicit or the implicit ones.

The second scope of this study deals with finding the various meanings of English interrogative forms as they are found in English texts. Here I propose six kinds of meanings. It is then I have six discussions concerning the meanings of English interrogatives as I discuss briefly in the following.

The first discussion deals with the meanings of the English interrogatives which really intend to ask information from the addressee. Briefly, this discussion is concerned with the explicit or real meanings of English interrogative sentences as primarily intended by the speakers in communication.

The second discussion is based on the fact that in order to flavour conversations so that they are not monotone ones, people tend to vary their way of asking information from others. By focusing on this discussion, I

will examine the ways of asking somebody to do something by using English interrogatives. Here, the demands are conveyed politely and are known as polite commands. The similar form of this is what we know as a request, which asks the addressee's willingness to do something for the speaker. This request may be asked either explicitly or implicitly.

The following two discussions intend to remind the readers that not all of English interrogatives intend to ask for information from the addressee. The third discussion deals with English interrogatives which do not require any answers from the addressee. This kind of interrogative is known as a rhetorical question which functions similarly to declarative forms, but the meaning is contradictory to the sentence uttered.

The fourth discussion is concerned with recognising the English interrogatives used as greetings. This discussion reminds the readers that whenever they find this kind of greetings, they need not analyze the meanings of the interrogatives in order to answer the questions. Instead, they should just utter short remarks stating their health.

The fifth and sixth discussions deviate somewhat from the "normal" interrogatives. These discussions deal with the fact that there is no one-to-one correspondence between the grammatical form of a sentence and its function in communication. This means that grammatically different sentences can have the same function in communication.

The fifth discussion is concerned with English interrogatives used as exclamations. This kind of form has exactly the same form as the "normal" interrogative except that it ends in an exclamatory mark instead of a question mark. By having this discussion, I intend to analyze the message conveyed by this kind of interrogatives.

The sixth discussion, on the other hand, discusses declarative forms functioning as interrogatives. This kind of interrogatives has the declarative forms but ends in question marks instead of full stops. Consequently, this special form conveys special meaning too.

Then, at the end of this paper, I conclude the significance of the English interrogative forms and meanings. Anyway, concerning the teaching-learning of English interrogatives for students who regard English as a foreign language, it is hoped that the readers can note aspects that they should pay attention to, in order to make the teaching-learning activities successful.

Those are the subjects I intend to present in this paper. This is done so because of time shortage. Later, on another occasion, I intend to develop this study by discussing other English interrogative aspects or by comparing English interrogatives to Indonesian ones.

### C. Methodology

As it is known, the interrogatives are not the kind of forms which come out by themselves. Usually, before constructing the interrogatives we have the positive forms beforehand. Then we get the interrogatives by



changing the positives. Consequently, the positive forms are also the concern of this paper.

Based on that fact, concerning the English interrogative forms, this paper is mainly written by applying contrastive method. However, this paper is not meant to contrast English and another language as is usually the case with the contrastive method. Instead, it contrasts English positives with English interrogatives. This means that the characteristics of English positives are described first, then, for each of the positive form, the interrogatives are constructed.

However, not all English interrogative sentences can be traced from the positive ones, especially for colloquial sentences. There are interrogatives which are commonly influenced by the surroundings. It is the surroundings that fully explain the meaning the interrogative carries. Therefore, this study also applies contextual method, which relates the interrogatives with the conditions where the sentences occur.

To record the meanings of English interrogatives, I will trace them from many English texts containing them. From the texts I try to find as many as interrogatives which are relevant to this discussion, although it is possible that I cannot touch on all of them.

By having this way, it is hoped that the readers will realize why most students have difficulty in mastering English interrogatives, especially their forms and meanings. Then, by noting the major characteristics of the

English interrogatives, a certain way of teaching them will be proposed in the conclusion of this paper.

D. Plan of Presentation

Considering the aim to be achieved and the scopes to be covered in this paper, this paper is divided into nine chapters, namely :

- CHAPTER I : INTRODUCTION
- CHAPTER II : ENGLISH INTERROGATIVE FORMS
- CHAPTER III : THE GENERAL MEANINGS OF ENGLISH INTERROGATIVES
- CHAPTER IV : ENGLISH INTERROGATIVES USED AS REQUESTS OR POLITE COMMANDS
- CHAPTER V : RHETORICAL QUESTIONS
- CHAPTER VI : ENGLISH INTERROGATIVES USED AS GREETINGS
- CHAPTER VII : ENGLISH INTERROGATIVES USED AS EXCLAMATIONS
- CHAPTER VIII : ENGLISH INTERROGATIVES IN DECLARATIVE FORMS
- CHAPTER IX : CONCLUSION AND SUGGESTIONS

In each chapter, I intend to delve into the subject quite deeply. Because this paper concerns with English grammar books (for the English interrogative forms) and English texts (for the English interrogative meanings), therefore, this paper is mostly the product of library research. Thus, this paper is constructed by picking up notes concerning the English interrogatives from many English books, then combining them to be a united discussion.

## CHAPTER II

### ENGLISH INTERROGATIVE FORMS

This chapter will discuss the forms of English interrogative sentences, including both Yes-no question and Wh-word question constructions. This discussion is mostly done by recording as many English interrogative forms as can be found in English grammar books, and in case of the Wh-words we ask the English dictionaries' help.

Broadly speaking, the discussion concerning English interrogative forms is presented in three main sections, namely :

- A. English Interrogative Operators
- B. Yes-No Question Constructions
- C. Wh-Word Question Constructions

Within each main sections, this paper will have some minor sections, meaning to say, the main sections are further divided to present more specific details to make the study intensive. The logic behind this sequence is discussed below.

Firstly, the main section intends to discuss "the key" to open the English interrogatives. The operators are considered as the key because of their role in constructing English interrogatives.

The second main section shows the construction of one type of English interrogative - that is Yes-no question constructions. In this discussion, the constructions are based on the English tenses and aspects, and are equipped

with the Yes-no question constructions inserted by adverbs of frequency and adverbs of relative time. The Yes-no question constructions are placed prior to the Wh-word question constructions because this type of interrogative construction is less complicated than the Wh-word ones.

The last main section concerns the other type of English interrogative construction, namely the Wh-word question constructions. This main section follows the Yes-no question constructions because once we are familiar with the Yes-no question construction, the study of the Wh-word question construction will be less complicated. This happens because the two types of constructions do not differ too much, except that in the latter we have to use Wh-words. The Wh-words themselves will be discussed in this last section too in order to facilitate the discussion of the Wh-word question construction.

#### A. English Interrogative Operators

In order to facilitate the investigation of the key to English interrogatives, this main section is split into three minor sections, namely :

1. The concept of English operators
2. The classification of English operators
3. The distribution of English operators

Having had this discussion, it is hoped that we are ready to come to the interrogatives themselves.

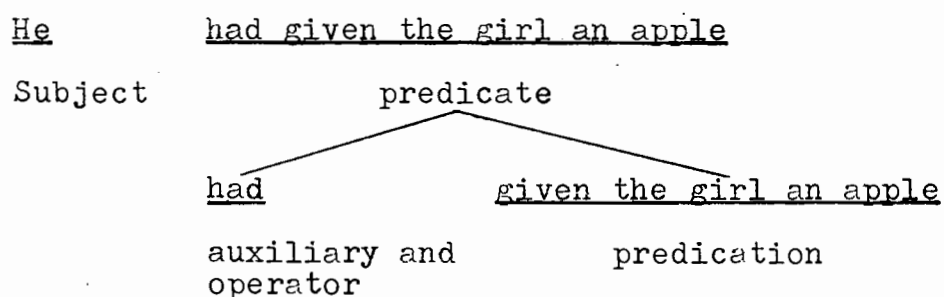
### 1. The concept of English operators

In order to facilitate the discussion, the term "operator" will first be explained. According to R.A Close, the operators are a closed set, meaning a group of items to which new additions to the language cannot be made<sup>1</sup>.

To clarify the term "operator", Quirk and Greenbaum explain the term by giving a sentence :

He had given the girl an apple <sup>2</sup>

If the sentence is observed, it can be divided as illustrated below :



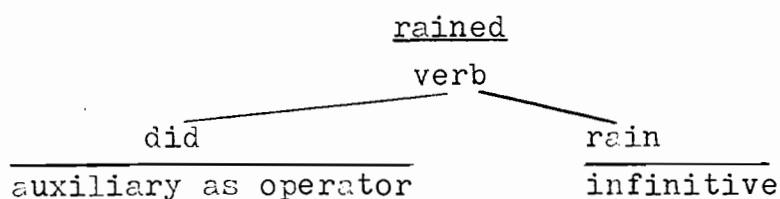
To change the sentence into the interrogative, the operator is switched to be placed before the subject, so that the interrogative form is :

Had he given the girl an apple ?

For sentences having no auxiliaries in them, such as :

It rained heavily yesterday

it is assumed that the verb "rained" actually can be divided as follows :



so that the interrogative form becomes :

Did it rain heavily yesterday ?

In case of sentences having more than one auxiliary,  
for instance :

He might have been being questioned by the police<sup>3</sup>  
S    aux<sub>1</sub>    aux<sub>2</sub>    aux<sub>3</sub>    aux<sub>4</sub>                      predication

the interrogative form is :

Might he have been being questioned by the police ?

Therefore, based on the above examples I may conclude that an operator is an auxiliary which stands directly after the subject and thus occupies the first element in predicate, or in case of predicate having no explicit operator, actually the operator is understood (see the above example.) It is the operator that will be switched to form the interrogative.

## 2. The classification of English operators

Generally, English operators can be classified into<sup>4</sup> :

### a. Modal auxiliaries :

will	shall	can	may	must
would	should	could	might	

The marginal members of the modal auxiliaries  
are : dare, need, ought to and used to

### b. Primary auxiliaries :

1/ have : have, has and had  
2/ be : am, is, are, was and were  
3/ do : do, does and did

It should be noted that, the auxiliaries : "dare", "need", "be", "have" and "do" can function both as auxiliaries and full verbs.

### 3. The distribution of English operators

Distribution here connotes the probable position of the English auxiliaries that can thus function as operators. Concerning this, there are three possibilities, namely :

- a. The modal auxiliaries invariably occur as the first element of the verb phrase. Therefore, modal auxiliaries must function as operators
- b. The primary auxiliaries "have" and "be" may occur in initial as well as in medial position. This means that "have" and "be" do not always function as operators
- c. The primary auxiliary "do" always function as an operator.

### B. Yes-No Question Constructions

In communication, both statements and questions often provoke a response. For questions, the most natural response is an answer to the question, giving the addressee the information he needs. The common type of question is the Yes-no question construction - requiring an answer in which either yes or no is stated or implied.

Concerning the Yes-no question constructions, this main section is broken into three minor sections, namely :

1. The general pattern of Yes-no question constructions

2. Patterns of Yes-no question constructions based on tenses and aspects
3. Patterns of Yes-no question constructions inserted by adverbs of frequency and adverbs of relative time

Having had the three main sections, it is hoped that the readers will be familiar with the patterns of constructing Yes-no questions.

1. The general pattern of Yes-no question constructions

The pattern :

- (+) Subject + predicate (S + operator + predication)
- (?) Operator + S + predication ?

In applying the pattern, for auxiliaries functioning as auxiliaries as well as full verbs, there are two possibilities, namely :

a. as auxiliaries :

- (?) Op. (Aux) + S + predication ?

eg : (+) He need do it but once.

- (?) Need he do it ?

Note :

"Dare", "need", and "have" ( meaning to possess) functioning as auxiliaries are more common in British English than in American English. American English prefers them functioning as full verbs.

b. as full verbs :

- (?) Op. + S + predication ?

eg : (+) He needs to do it but once.



(?) Does he need to do it ?

Note :

- The operators being used in this kind of constructions are : do, does and did
- "dare" and "need" as full verbs : with the to-infinitive and with the inflected -s forms
- "Used to" always occurs only in past tense.

2. Patterns of Yes-no question constructions based on tenses and aspects

Now that the general pattern of Yes-no question constructions is known, the discussion can apply the pattern to the Yes-no questions based on certain tenses and aspects. This is done by considering the fact that in English, both tenses and aspects hold an important role in conveying certain information.

Broadly speaking, English has two tenses, namely Present tense which normally refers to present time and Past tense which refers to past time<sup>5</sup>. For the concept of aspects on the other hand, it refers to the manner in which the verb action is regarded or experienced<sup>6</sup>. English has two sets of aspectual contrasts : Perfective/Non-Perfective and Progressive/Non-Progressive.

It should be noted that tense and aspect categories can be combined in various ways, so that we get the following system of predicate<sup>7</sup> :

- a. Present and past perfect
- b. Present and past progressive

c. Present and past perfect progressive

Concerning this minor section, it will discuss the tense itself and the combination of tense and aspect categories. This minor section is thus divided into two parts, namely the constructions based on the present tenses and the constructions based on the past tenses.

a. Yes-no question constructions based on the present tenses

1/ Present Simple Tense

a/ Primary auxiliaries

.Do

(+) S + V<sub>I</sub>(+s/es) + ....

(?) Do/Does + S + V<sub>I</sub> + ... ?

eg : (+) He goes to school every day.

(?) Does he go to school every day ?

.Be

(+) S + am/is/are + ....

(?) Am/Is/Are + S + ... ?

eg : (+) They are farmers.

(?) Are they farmers ?

.Have (meaning to possess)

(+) S + have/has + ....

(?) Have/Has + S + ... ?

eg : (+) He has a book.

(?) Has he a book ?

This type of construction is more common in British English, whereas American English prefers :

(?) Do/Does + S + predication ?

eg : Does he have a book ?

#### b/ Modal auxiliaries

The modal auxiliaries being used are : can, may, must, dare, need, and ought to

(+) S + modal aux. + predication.

(?) Modal aux. + S + predication ?

eg : (+) He can go now.

(?) Can he go now ?

#### 2/ Present Progressive Tense

(+) S + am/is/are + V-ing + ....

(?) Am/Is/Are + S + V-ing + ... ?

eg : (+) He is reading "The Bluest Eye".

(?) Is he reading "The Bluest Eye" ?

#### 3/ Present Perfect Tense

(+) S + have/has + V<sub>III</sub> + ....

(?) Have/Has + S + V<sub>III</sub> + ... ?

eg : (+) He has taught English since 1978.

(?) Has he taught English since 1978 ?

#### 4/ Present Perfect Progressive Tense

(+) S + have/has + been + V-ing + ....

(?) Have/Has + S + been + V-ing + ... ?

eg : (+) They have been writing letters since breakfast.

(?) Have they been writing letters since breakfast ?

#### 5/ Present tense dealing with modal auxiliary

"will" (Present Future Tense)

a/ Present Future Simple Tense

(+) S + will + V<sub>I</sub> + ....

(?) Will + S + V<sub>I</sub> + ... ?

eg : (+) He will visit his grandma next week.

(?) Will he visit his grandma next week ?

Note :

.In standard British English, "shall" can be used instead of "will" if the subject is I or We<sup>8</sup>.

.In this type of construction, the operator "will" (or "shall") is replaceable by "be + going to"

b/ Present Future Progressive Tense

(+) S + will + be + V-ing + ....

(?) Will + S + be + V-ing + ... ?

eg : (+) He will be helping Mary tomorrow.

(?) Will he be helping Mary tomorrow ?

c/ Present Future Perfect Tense

(+) S + will + have + V<sub>III</sub> + ....

(?) Will + S + have + V<sub>III</sub> + ... ?

eg : (+) She will have taught English for five years by the end of this year.

(?) Will she have taught English for five years by the end of this year ?

## d/ Present Future Perfect Progressive Tense

(+) S + will + have + been + V-ing + ....

(?) Will + S + have + been + V-ing + ... ?

eg : (+) They will have been living here  
for five years by the end of  
the month.

(?) Will they have been living here  
for five years by the end of  
the month ?

b. Yes-no question constructions based on the Past Tenses

## 1/ Past Simple Tense

## a/ Primary auxiliaries

.Do

(+) S + V<sub>II</sub> + ....(?) Did + S + V<sub>I</sub> + ... ?

eg : (+) He came here yesterday.

(?) Did he come here yesterday ?

.Be

(+) S + was/were + ....

(?) Was/Were + S + ... ?

eg : (+) She was very pretty when he last  
saw her.

(?) Was she very pretty when he last  
saw her ?

.Had (meaning to possess)

(+) S + had + ....

(?) Had + S + ... ?

eg : (+) She had five children last year.

(?) Had she five children last year ?

Usually, it is more common to say :

(?) Did + S + have + ... ?

eg : Did she have five children last year ?

#### b/ Modal auxiliaries

The modal auxiliaries being used are : could, might and used to

(+) S + modal aux. + predication.

(?) Modal aux. + S + predication ?

eg : (+) Everybody could see it then.

(?) Could everybody see it then ?

#### Note :

"Could" and "might" very often do not refer to the past at all, as in :

Perhaps I could see you tomorrow<sup>9</sup>.

#### 2/ Past Progressive Tense

(+) S + was/were + V-ing + ....

(?) Was/Were + S + V-ing + ... ?

eg : (+) He was reading a novel when John came.

(?) Was he reading a novel when John came ?

#### 3/ Past Perfect Tense

(+) S + had + V<sub>III</sub> + ....

(?) Had + S + V<sub>III</sub> + ... ?

eg : (+) He had worked there since 1980.

(?) Had he worked there since 1980 ?

## 4/ Past Perfect Progressive Tense

(+) S + had + been + V-ing + ....

(?) Had + S + been + V-ing + ... ?

eg : (+) They had been writing letters since  
breakfast.

(?) Had they been writing letters since  
breakfast ?

5/ Past Tense dealing with modal auxiliary "would"  
(Past Future Tense)

## a/ Past Future Simple Tense (Present Conditional Tense)

(+) S + would + V<sub>I</sub> + ....

(?) Would + S + V<sub>I</sub> + ... ?

eg : (+) He would lend a map to Mary if he  
had it.

(?) Would he lend a map to Mary if he  
had it ?

## b/ Past Future Progressive Tense (Present Conditional Progressive Tense)

(+) S + would + be + V-ing + ....

(?) Would + S + be + V-ing + ... ?

eg : (+) She would be touring Italy if she  
were on holiday.

(?) Would she be touring Italy if she  
were on holiday ?

## c/ Past Future Perfect Tense (Perfect Conditional Tense)

(+) S + would + have + V<sub>III</sub> + ....

(?) Would + S + have + V<sub>III</sub> + ... ?

eg : (+) He would have met Mary at the airport if he had known she was coming.

(?) Would he have met Mary at the airport if he had known she was coming ?

d/ Past Future Perfect Progressive Tense

(Perfect Conditional Pregressive Tense)

(+) S + would + have + been + V-ing + ....

(?) Would + S + have + been + V-ing + ... ?

eg : (+) Tono would have been sitting in front if Lia had not been there.

(?) Would Tono have been sitting in front if Lia had not been there ?

### 3. Patterns of Yes-no question constructions inserted by adverbs of frequency and adverbs of relative time

Dealing with certain adverbs, namely adverbs of frequency and adverbs of relative time, students are often confused by their position in the English sentence constructions, both the positives and the interrogatives. Therefore, to clarify this confusion, this minor section is added by proposing Yes-no question constructions inserted by adverbs of frequency and adverbs of relative time.

#### a. Kinds of adverbs

##### 1/ Adverbs of frequency (telling us how often)

include : always, rarely, ever, seldom, often,





frequently, sometimes, generally,  
usually, occasionally, never,  
several times a week.

2/ Adverbs of relative time (telling us how long ago) include : just, lately, recently, soon, still, yet, already.

#### b. Position of adverbs

Normally, adverbs of frequency and adverbs of relative time occupy medial position in English sentence constructions. This means that the adverbs :

- immediately stand after the operator in any complex verbal group,
- immediately stand after the full verb "be",
- stand before any other simple verb.

Note : "Already", "lately", "recently" and "yet"

tend to come at the end of the sentences.

Therefore, the positions of adverbs of frequency and adverbs of relative time are :

1/ (+) S + operator + adverb + predication.

(?) Operator + S + adverb + predication ?

eg : (+) We have often seen him.

(?) Have we often seen him ?

(Americans would more often say :

Have we seen him often ?)

2/ (+) S + be + adverb + ....

(?) Be + S + adverb + ... ?

eg : (+) He is still there.

(?) Is he still there ?

3/ (+) S + adverb + predicate.

(?) Operator + S + adverb + predication ?

eg : (+) They sometimes stay up all night.

(?) Do they sometimes stay up all night ?

### C. Wh-Word Question Constructions

The other type of English interrogative form being discussed in this paper is Wh-word question construction. This type of question begins with a Wh-word to ask for certain information according to the Wh-word used.

In order to study this type of question quite deeply, this main section is divided into two minor sections, namely :

1. Kinds of Wh-words in the English interrogatives

2. The general pattern of Wh-word question constructions

These minor sections do not include Wh-word questions based on tenses and aspects and Wh-word questions inserted by adverbs as Yes-no questions have. This is done by assuming that the readers will not find difficulties in transforming those of Yes-no questions to those of Wh-word questions.

#### 1. Kinds of Wh-words in the English interrogatives

Basically, the Wh-words in the English interrogatives are : who, whom, whose, which, what, where, when, why and how. However, those Wh-words are then extended as noted by the forms such as Wh-words + ever, whence, whereby, wherefore, whereon, wherewith and whereabouts.

Generally, the Wh-words in the English interrogatives can be divided into<sup>10</sup> :

- a. Wh-words functioning as determiners and pronouns which include who, what, which, who, whom and whose (see appendix 1)
- b. Wh-words functioning as adverbs which include where, when, why and how (see appendix 2)

## 2. The general pattern of Wh-word question constructions

The pattern of Wh-word question constructions can be divided into two basic patterns, namely :

- a. Wh-word questions asking for the subject of a sentence

The Wh-words being used are :

- . Who, what, which, whose
- . (What, whose, which) + noun

Pattern : (+) S + predicate

(?) Wh-word (+ noun) + predicate ?

eg : (+) Uncle Tom is reading a book in the living room.

(?) Who is reading a book in the living room ?

(+) Amir's books are on the table.

(?) Whose books are on the table ?

- b. Wh-word questions asking for anything except the subject

In this case, all kinds of Wh-words can be used.

Pattern : (+) S + predicate.

(?) Wh-word (+noun) + op. + S + predication ?

The only exception of this pattern is when the Wh-word occurs in a prepositional complement. Here English provides a choice of between two constructions, one is formal and the other is colloquial.

Formal : Prep. + Wh-word + op. + S + predication ?

eg : On what did you base your predication ?

Colloquial : Wh-word + op. + S + predication + prep. ?

eg : What did you base your predication on ?

Those are all the basic patterns of the English positive interrogatives. It should be noted however, that not all of the possible patterns are discussed in detail in this chapter. Other possible forms will be directly present in chapters discussing the meanings of English interrogatives. Nevertheless, by having this chapter, it is hoped that the readers are getting familiar with the English interrogative forms in order to come to the centre discussion of this paper, that is the meanings of English interrogatives.

### CHAPTER III

#### THE GENERAL MEANINGS OF ENGLISH INTERROGATIVES

This chapter deals with recording the meanings of English interrogatives as mostly found in English texts. The basis of this chapter is the assumption that when someone faces an interrogative, he will implicitly put the problem in this way : "What I have just heard is a question intended to ask for certain information, under these circumstances, then what meaning do I assign so as to note the speaker's intention ?" This implicit question cannot be avoided because of the fact that the interrogative form conveys various meanings in which the addressee is to determine.

In this sense, it is noticed that in order to give information to others, someone must know first what the interrogative means. The problem of meaning is how the linguistic potential is brought in line with non-linguistic reality whenever a speaker creates an utterance, since there are various ways to convey our willingness to ask for certain information. In order for the discussion to be systematic, this chapter will just be limited to the interrogatives which really try to elicit information. Other kinds of meanings will be discussed in the following chapters.

Similar to the kind of the English interrogative forms discussed in the previous chapter, this chapter will discuss the meanings of English interrogatives by dividing

it into two main sections, namely :

- A. The General Meanings of English Yes-No Questions
- B. The General Meanings of English Wh-Word Questions

Within each of those sections, the discussion will record the meanings of English interrogatives as they are found in the English texts. The texts being used in this paper can be seen in appendix 3. It should be noted, however, that not all of the interrogatives found out in the texts are recorded. Instead, only a small fraction of them which are considered worthy are used. This process of selection holds true in the following chapters as well.

The question now is : Why divide the sections in this way ? The answer lies on the consideration of practical discussion. It is hoped that this chapter will go hand-in-hand with the previous one, so that the readers will be able to trace the meanings of the respective forms easily.

#### A. The General Meanings of English Yes-No Questions

As indicated by its name, this kind of question is mostly used to seek an opinion by demanding yes or no for the answer. For example :

Does he have coffee with his breakfast ? (Com,208)

Has someone hurt you ? (Tales,35)

How terrible, Sid. Is it your responsibility ? Will they expect you to replace the money ? (Business,105)

Although the above questions are quite clear, actually this kind of question is incomplete, for the complementary question (or not ?) is implied. Therefore, the

complete questions are to be added by "or not" at the end of the questions, so that the above questions become :

Does he have coffee with his breakfast or not ?

Is it your responsibility or not ? etc.

Sometimes, however, the same complete questions can have a rather impatient tone. This type of question connotes that someone is getting impatient with someone else's intricate utterances, so he utters the question in order to ask the person he is speaking to to come to the point that he wants to know. Of this slight different meaning, the meaning is indicated by the intonation the speaker used and the situation in which the communication takes place.

In addition to those common meanings, however, there are some other meanings conveyed by the English Yes-no questions which are listed below.

1. Slightly different from the common meaning of the Yes-no question which expects yes or no for the answer, this kind of question may also expect a choice as the answer of two or more alternatives in the question. For example :

Are you for or against the President ?

Are you with us or against us ?

(Com,61)

Shall we go by train or by bus ?

Would you like coffee, tea or cocoa ?

(Com,111)

Is it your turn or Susan's ?

(Com,119)

Did you want to speak to my wife or me ?

(Com,262)

For years, GNP has been discussed almost exclus-

ively in terms of demand. Do people want more food or more health care or larger houses ? Do business need new offices and computers or more lorries to carry their goods ?

(Econimist,19)

Is it raining or has it stopped ?  
Did Italy or Brazil win the World Cup ?

Compared with fresh vegetables, do frozen vegetables have fewer, more or the same amount of nutrients ?

Do most people eat too little, too much, or an adequate amount of protein ?

(Digest,69)

Share information that can help teachers understand your child. Does she work better by herself or in groups ?

(Digest,102)

Somehow her reason for working for him no longer seemed as valid as when she had first decided on her plan. Was it because her desire for vengeance had faded as the memory of her uncle blurred, or was there another reason why the shaming of Maxwell Lane no longer held the same attraction for her ?

(Man,68)

2. Related to the common meaning of Yes-no question which sounds to be neutral as between positive and negative replies, the speaker can use forms like some, always, which indicate that he expects a positive answer to his question. For example :

Did someone call last night ? (= Is it true that someone called last night ?)  
(Com,112)

A probable situation for the above question is :

A promised to phone B last night. But since B had something urgent to do last night, B had to leave home without any notice to A. When B comes home the following day, he asks somebody sharing the same house with him by having a question : "Did someone call last night ?" By having this question, B expects yes for the answer because A promised to call him last night.



Compared to the question like : "Did anyone call last night ?", it is noticed that in this situation B has no promise with others. His asking question is done by assuming that maybe someone called him last night (but he is not sure). So, in this case the probability to have a positive or negative answer is fifty-fifty.

3. In a specific situation, Yes-no question may express a sense of wonder or doubt. For example :

So you study Chemistry. Are you really interested in it ?

(Com,38)

(= I wonder why you are studying Chemistry, since you have told me that you are interested in Civil Engineering)

Jack must be six foot tall. Is he as tall as that ?  
Is he that tall ?

(Com,105)

Will nobody help us to prepare the meeting ?

(Com,113)

(= Is it really true that nobody will help us to prepare the meeting ? I thought the committee will send their people to prepare the meeting, but as I entered this empty room, I began to wonder)

Have I missed the bus ?

(Com,122)

(= As it is 7.30 am now, whereas the bus should have come at 7.15 am, I begin to wonder whether I have missed the bus)

They looked at each other. If a boy had gone down there, his chances were slim indeed ! Should they risk their lives to enter a water-filled tunnel to look for a boy who might already be dead ?

(Digest,42)

4. Accompanied by the situation, Yes-no question might have the meaning of disagreement. It means that the speaker disagrees with what someone has said or done. For example :

A : English is a difficult language to learn.

B : Do you think so ? (= I disagree with your opinion) I find it quite easy.

(Com,124)

Did you have to work that late ?

(Com,140)

(= I disagree with the way you work. I gave you the order on Monday which you agreed to finish it on Wednesday. But it is Friday now, and you hardly cover half of the order.)

Was it really necessary to be so rude to the waiter ?

(Com,140)

(= I disagree with your attitude in snapping at the waiter just because he brings us the false drink.)

5. Though it wants yes or no for the answer, this kind of Yes-no question has the meaning of offering something to somebody. Plainly, the speaker says : " I offer you this, do you agree to take it ?"

For example :

Would you like some cake ?

(Com,46)

Would you like a drink ?

Do you like chocolate ?

(Com,52)

Is the coffee sweet enough ? ( If it is not, you may add some sugar to it )

Would you like to have dinner now ?

(Com,139)

And you'll see us early in the afternoon. I've some matters to deal with in London first. Will you stay for breakfast ?

(Gifts,67)

Would you care for something to eat - cake, cookies ?

(Vision,116)

6. Still expecting yes or no for the answer, this kind of Yes-no question means to consult the addressee's wishes, so that based on the addressee's answer, the

speaker can do something as indicated by the question. It should be noted that though an offer also consults other's wishes, but differ from offer, this kind of meaning seems to look for other's agreement as prerequisite before taking the action. Therefore, the relationship between the speaker and the addressee may be at the similar level or the addressee has higher authority than the speaker.

For example :

Would you like me to make you a cup of coffee ?  
 Shall I make you a cup of coffee ?  
 Should we tell him that he's not wanted ?  
 (Com,142)

Would you like me to mail these letters ?  
 Shall I get you a chair ?  
 (Com,154)

Peter : "May I go on, Mr.Grant ?"

(The situation is : When Peter Wiles reported the result of his interview with the Building Inspector, Norman Phillipson interrupted by having a comment on Peter's report. Then, as Peter wants to continue his report, he asks Mr.Grant's agreement (Mr.Grant is the chairman of the meeting))  
 (Business,54)

"Would you like me to go out and buy some flowers, Maria ?"  
 (Man,49)

7. Yes-no question can also have the meaning to ask someone to come directly to the point the speaker wants to know. This kind of question implies that the speaker is not interested in hearing other's long description (which he thinks is just waste of time). For example :

A : He is charming, I'm sure you'll like him.

B : Yes, but will he come ? (Never mind the description, come to the point that interests me !)

(Living,78)

Grant : "Ah John, I've been thinking about this scheme of yours to sell our products to Abraca."

John : "Oh, I'm glad."

Grant : " Yes, it's all very well to say we should export more, but is the expense worth it ?" Look what happened over our attempt to break into South American market.  
(Business,16)

Grant : "Now Mr.Duncan, what can I do for you ? I understand that you're a friend of Jack Macpherson's."

Duncan : "Yes, Mr.Grant. He told me that you make the best, and the cheapest, office furniture on the market."

Grant : "I think we make the best."

Duncan : "But is it the cheapest ? That's what interests me."

(Business,27)

## B. The General Meanings of Wh-Word Questions

Similar to Yes-no questions, Wh-word questions are designed to elicit certain information. The latter ones, however, are broader than the former in the sense that they can be used to elicit various information noted by the Wh-words, setting and background knowledge of the speaker and the addressee.

Since this discussion is too broad to be discussed under one section, this major section is then divided into two minor sections, namely :

1. The meanings of Wh-word questions based on their Wh-words
2. The meanings of Wh-word questions based on English texts

These two minor sections are presented in order the discussion to be systematic and is easy to follow.

Concerning the two minor sections, the former will record the meanings of Wh-word questions based on their key, that is the Wh-words the questions used. These meanings will be traced as many as they are found in English dictionaries. The latter, on the other hand, will record the meanings of Wh-word questions based on the contexts as they are found in English texts.

1. The meanings of Wh-word questions based on their Wh-words

This kind of meaning is gathered from Webster's New World Dictionary of the American Language, The New Century Dictionary, and Oxford Advanced Learner's Dictionary of Current English.

a. How

1/ in what manner or way, by what means

eg : How did you escape ?

2/ in what state or condition

eg : How is your father ?

3/ for what reason or purpose (why)

eg : How is it that you don't know ?

4/ by what name

eg : How do you call this animal ?

5/ to what extent, degrees, amount, etc

eg : How often do you go there ?

Additional meanings :

However : by what means (intensive of how)

eg : However did you escape ?

How about ... : What is your thought or feeling  
concerning ...

eg : How about going for a  
walk ?

How so ? : Can you prove that it is so ?

eg : A : Mary, the best student in  
our class, gets an E for  
her writing exam.

B : How so ?

How come ... : Why is it that ...

eg : How come you do not visit  
us more often ?

b. What

1/ asking for the specification of something con-  
cerning nature, character, class, origin, name,  
purpose, etc

eg : What is your name ?

What is that animal ?

2/ asking (often elliptically) for repetition or  
explanation of something previously said

eg : You told him what ?

Mr what ?

3/ asking for a quantity, sum, etc

eg : What will it cost ?

4/ asking about the value, the importance or effect of something

eg : What is home without a wife ?

What is wealth without health ?

5/ used adjectively before a noun, "what" means asking for or specifying the nature, identity, etc of a person or thing (from an unidentifiable number)

eg : What books have you read on this subject ?

What man told you that ?

#### Additional meanings :

What about ... : What do you think, know, feel, etc concerning ....

eg : .What about going to China ?

.What about having dinner with us ?

What ... for : For what purpose ? Why ?

eg : What is this tool used for ?

What did you do that for ?

Whatever : emphatic for "what", expressing perplexity or wonder

eg : Whatever can he mean by that ?

#### c. When

1/ at what time

eg : When are you coming ?

2/ on what occasion or under what circumstances

eg : When do you double the final consonants ?

3/ at what point

eg : When shall I stop pouring ?

4/ what time

eg : Since when have you known this ?

### Additional meanings :

Whenever : an emphatic form of "when", expressing surprise or bewilderment

eg : Whenever did he tell you that ?

Whence : 1/ from what place, from where

eg : Whence do you come ?

2/ from what source

eg : Whence does he get his strength ?

3/ from what cause

eg : Whence comes it that he is so favoured ?

4/ from what fact or circumstance

eg : Whence do you infer this ?

### d. Where

1/ in or at what place

eg : Where is he ?

2/ in what part or at what point

eg : Where is the pain ?

3/ to or toward what place or point

eg : Where did he go ?

4/ in what situation

eg : Where will we be if we lose ?



5/ in what particular, respect

eg : Where is she to blame ?

Where is the harm of trying ?

6/ from what source (or whence)

eg : Where did you get your information ?

7/ what or which place

eg : Where do you come from ?

#### Additional meanings :

Wherever : an emphatic form of "where", expressing surprise or bewilderment

eg : Wherever did you find that ?

Wherefore : for what reason or purpose ? Why ?  
(Archaic\*)

eg : Wherefore are you angry ?

Whereon : on what (Archaic\*)

eg : Whereon do you rely ?

Whereabouts : in or near what place ? Where ?

eg : Whereabouts did you find it ?

#### \*Note :

Archaic : 1/ belonging to an earlier period,  
ancient

2/ that has ceased to be used except  
for special purposes, as in poetry,  
church ritual, etc.

#### e. Which

1/ what one (or ones) of the number of persons,  
things or events mentioned or implied (used

as pronoun)

eg : Which of the men answered the question ?

Which do you want ?

2/ what one or ones (of the number mentioned or implied) - used adjectively

eg : Which foreign languages have you studied ?

f. Who

1/ What or which person or persons

eg : Who is he ?

Who came at Mary's party ?

2/ What sort of person(s) in regard to origin, position, authority, etc.

eg : Who is the man in uniform ?

Additional meaning :

- Whoever : What person ? Who ? (used emphatically)

eg : Whoever is that ?

Whoever told you that ?

g. Whom

"Whom" has the meanings as "who", except that it is used in formal and literary style. "Whom" is the object form of "who" and it is usually replaced by "who" in ordinary colloquial style

eg : To whom did you give the book ?

Who(m) did you see ?

h. Whose

1/ that or those belonging to "whom" (as pronoun)

eg : Whose is this ?

2/ belonging to whom or which (used as possessive pronoun)

eg : Whose book is that ?

i. Why

1/ for what reason, with what purpose, with what motive

eg : Why did he go ?

2/ expressing protest

eg : Why, what's the harm ?

## 2. The meanings of Wh-word questions based on English texts

Differ from the former one, this kind of meaning likely depends on the context in which the question occur. It means that it is sometimes difficult to trace the meaning of an interrogative sentence without knowing the previous conversation which leads to the interrogative. Therefore, in some occasions, the interrogative in this discussion is accompanied by its relevant situation. The meanings of this kind of interrogatives are presented as the following.

a. Wh-word questions having the meaning of offering alternatives to be chosen. For example :

How shall we go ? By bus or by train ?

What would you like to drink ? Coffee, tea, or cocoa ?

(Com,111)

Which Mr.Smith do you mean ? Mr.Smith the architect or Mr.Smith the electrician ?

(Com,204)

Which conductor do you prefer : Von Korajan or Stokowsky ?

Which do you prefer : classical or popular music ?

(Com,234)

- b. This kind of Wh-word question intends to offer something to somebody. For example :

What about having a drink ? (Com,148)

Well, Mr.Brent, you've had three hours at those books. What about some lunch ?

- c. Slightly different from the previous meaning, by having this kind of Wh-word question the speaker consults the addressee's wishes in order an action can be done. For example :

What shall we do ? Shall we listen to some music ?

(Com,142)

What else should we do ? (Grammar,4)

( Since we have finished decorating the aula, is there anything else that we should do ?)

- d. Not just explicitly asks for information, this kind of Wh-word question can also be used to express the speaker's wonder of what other people has said or done. For example :

How come you know so much, Mister Garth ?

.(Tarian Mentari, Kompas)

I felt the sinister force of Harmon's phrase : "Most of the smart ones get away." But if that were the case, how could any combination of obstacles have hindered the flight of a man like Ethan Frome ?

(Ethan,6)

Harmon Gow suggested that Ethan Frome's bay was still on his legs and that his owner might be glad to drive me over.

I stared at the suggestion. "Ethan Frome ? But I've never even spoken to him. Why on earth should he put himself out for me ?"  
(Ethan,7)

"Well, Zeena, supper's about ready. Ain't you coming ?" Ethan asked.

She replied : "I don't feel as if I could touch a morsel."

"I presume you're tired after the long ride."

Turning her head at this, she answered : "I'm a great deal sicker than you think."

Her words fell on his ear with a strange shock of wonder. He had often heard her pronounce them before - what if at last they were true ?

(Ethan,53)

- e. This kind of Wh-word question expresses disagreement of what other people has said or done.

For example :

Why did you do a thing like that ?

(A probable situation is : I asked Mary to type my paper doublespaced, then I left her. An hour later I found her typing it singlespaced. I disagreed with her way of typing the paper)

Grant : "I've just been going through the expenses you incurred on the Abraca trip. We haven't had a single order out of your visit to Abraca."

John : "It's a bit early to say, but I don't think the Abracan visit will be fruitless."

Grant : "You went there in October and it's now February and we haven't heard a thing from them. What's our agent doing there ? Sleeping ?

(Business,143)

John : (He picks up phone and dials) "Sally ? The new box file paper holder.... I want the second copy of the specification, and the photostat of the drawing. Let me have them straight away, will you ? I'm in the chairman's office. What ?

You sent them to Birmingham ? Both copies of the drawing ! Oh, good gracious. What on earth did you do that for ?

(Business,209)

Five years and three children later, the pressure of home life began building-up to the point that I found myself blowing steam too often. Why did children crack eggs onto a newly cleaned carpet ? No matter how many times I washed, the hamper was full again the next day.

(Digest,63)

The secret police overtook them on a deserted road about a half hour from Bydgoszcz. They held Chrostowski at gunpoint. Captain Piotrowski dragged Father Jerzy by the cassock to the Fiat.

"Gentlemen, what are you doing !" the priest protested. "How can you treat someone like this ?"

(Digest,138)

"The doctor don't want I should be left without anybody to do for me," she said in her flat whine.

"Nobody to do for you ?" he repeated.

"If you say you can't afford a hired girl when Mattie goes."

"Why on earth should Mattie go ?"

(Ethan)

"There's something about the lovely Catherine that doesn't ring true with me," he went on finally. "I have seen her dozens of times but still haven't seen her lose her temper or say a sharp word to anyone."

"Could be she's the placid type."

"Not with a jaw like hers. Have a look at it the next time you get the chance."

"I don't care about her enough." Andrea shrugged. "Why waste time talking about her ?"

(Man,76)

"Actually I called her and said I was coming down with my assistant. But it won't stop her from dreaming dreams, of course. Her sole remaining ambition is to hold a grandchild in her arms."

"Why should you sneer at that ?" Andrea said crossly. "It's a very laudable ambition and most mothers have it."

(Man,88)

A : "I give up ! I simply can't learn French."

B : "Why do you say that ? I think you're making a lot of progress."

- f. This kind of Wh-word question means : No matter what your specific information is, I just want you to stop your intricate information and to come to the point that will be our major topic.  
For example :

Joanna : "Here are the suggested layouts. What do you think of this one ?"

John : "The girl is marvellous. But where are the desks ?"

(Business,135)

They wandered along together, each thinking of the happy days before the war.

Morrisot said, "Do you remember the days we went fishing ? What happy days they were !"

"Indeed they were. But when will they return again ?"

(Gifts,23)

- g. By having this kind of Wh-word question, the speaker proposes something to the addressee in order the addressee should ponder it himself.  
For example :

But if Gorbachev was undoubtedly seeking to score points in the Superpower rivalry, his immediate battlefield was closer to home. He was waging an almost desperate struggle to shake Soviet society out of an apathetic torpor and to modernize its creaky economy through a sweeping restructuring plan. The central question that emerged from the latest initiatives : How far can Gorbachev push his reformist campaign without incurring the opposition of party conservatives or unleashing democratic forces that could ultimately destabilize Soviet society ?

(time 1,5)

He continued with raising vehemence : "You can't put her out of the house like a thief -

a poor girl without friends or money. She's done her best for you and she's got no place to go to. You may forget she's your kin but everybody else'll remember it. If you do a thing like that what do you suppose folks'll say of you ?"

(Ethan,57)

A further question presents itself. If it is proved that adolescence is not necessarily a specially difficult period in a girl's life - and proved it is if we can find any society in which that is so - then what accounts for the presence of storm and stress in American adolescents ?

(Scientific,5)

It is clearly shown here that, related to the English texts, both Yes-no questions and Wh-word questions in some cases convey similar meanings.



CHAPTER IV  
ENGLISH INTERROGATIVES USED AS  
REQUESTS OR POLITE COMMANDS

The discussion in this chapter deals with recognizing the English interrogatives intended to ask the addressee (in a polite way) to do something. This kind of interrogative is known as a request or a polite command, there being a slight difference between them.

In the case of a request, the speaker asks somebody's willingness to do something for him, mostly done in a "soft" manner and is sometimes added by the word "please". The speaker on the other hand, is considered to command somebody if he directly instructs the addressee to do something for him. The instruction is mostly uttered by a person who is considered to have authority upon the person instructed. However, since the discussion deals with English interrogatives, therefore, the command is conveyed in a softer manner rather than when it uses the imperative form. That is why we call the command a polite command. Anyway, sometimes it is difficult to draw a strict line between request and polite command because they seem to be alike.

In accordance with the subjects intend to be discussed in this paper, this paper is divided into two main sections, namely :

- A. English Interrogatives Used As Polite Commands
- B. English Interrogatives Used As Requests

Since the polite command and request are being discussed



separately, the former is classified to be indicated by an insistence contrasted to the latter which is dependant upon the addressee's willingness in order for the action to be done.

#### A. English Interrogatives Used As Polite Commands

To differentiate the two kinds of English interrogatives being discussed in this chapter, English interrogatives used as polite commands appear when the speaker instructs the addressee to do the action he wants done.

The examples of this kind of usage are recorded below.

Would you please shut the door ? (Com,25)

Would you like to type this letter for me ?  
(Com,26)

Operator, could you put through a call to Copenhagen,  
please ?  
(Com,155)

Grant : "Well, gentlemen, I don't think we need to read the minutes of the last meeting, as copies of them have already been circulated to you (Murmurs of agreement). Right. The minutes of the last meeting are taken as read. Now, let's get on. Mr. Wiles, will you report, please, on the result of your interview with the Building Inspector ?"  
(Business,54)

Would you switch the light on, please ?  
(How,93)

Would you mind opening the window, please ?

A : Shall I have a look at the tyres ?

B : Yes, and could you check the battery as well, please ?

(Situational,17)

He reeled off the salary and working hours and then went to the door. "How soon can you start ?"

"I'll have to give a month's notice."

"Out of the question. You either begin next

Monday or I'll look for someone else."

"I can't just walk out," Andrea protested.

"You didn't read the advert very well, did you ? It stated clearly that I needed someone immediately." He pulled at his lip. "Look, I'll phone your editor and have a word with her. If she agrees to let you go, will you start on Monday ?"

(Man, 25)

It should be noted, however, that the above examples may function as requests too. It is the person who utters the interrogatives and the situation in which the interrogatives takes place that will determine the meaning - a polite command or a request.

#### B. English Interrogatives Used As Requests

This second main section intends to show us the way people ask somebody's willingness to do something. However, since there are some people who are fond of "playing" with words to cover their requests, therefore, this main section is split up into two minor sections, namely :

1. English interrogatives used as explicit requests
2. English interrogatives used as implicit requests

Of the two minor sections, the former will be easily understood because of the frankness, whereas the latter might be rather difficult to understand because it is dependant on the context of the conversation.

##### 1. English interrogatives used as explicit requests

This sort of meaning may be classified into six categories, namely :

- a. When we wish to get something from the addressee.

For example :

May I have two lumps of sugar in my coffee ?  
(Com,46)

Peter : "Oh, hello John. Are you using your  
dictating machine this morning ? I've  
got a long report I must dictate.  
Could I borrow your machine ?"  
(Business,44)

Would you pass the salt, please ?  
(How,51)

Is there any chance of borrowing your type-  
writer ?  
(How,76)

b. Request for help

For example :

Will you help me with my homework ?

Bruce Hill : "Peter ? Can I trouble you ?"  
(Business,155)

Excuse me, but could I trouble you for some  
change ?  
(Situational,76)

Would you come and help me buy a new dress ?  
Could you spare me a few minutes ?  
Would you do me a favour ?  
I wonder if you could help me move this table ?  
(How,51)

c. Request for permission

For example :

Shuttleworth : "Oh yes. Yes, they have been  
knocked about. Do you mind if  
I check with your Goods Inwards ?  
They might still have the pack-  
ing material. It's worth having  
a look at, don't you think ?  
(Business,72)

"I'm from Woman and Fashion," she said  
boldly. "I've come to see Mr.Lane."

"May I have your appointment card ?" one  
of the receptionists said.

(man,14)

Do you mind if I smoke ?  
 Would you mind if I closed the window ?  
 May I come a little later ?  
 (How, 51)

Do you mind if I open the window ?  
 (How, 93)

Suripto is having breakfast at his boarding house. Rahmanto enters.  
 Rahmanto : "Good morning. Do you mind if I sit here ?"  
 Suripto : "No, please do."  
 (How, 52)

Would it be all right if I closed the window ?  
 Fred Marshall : "I heard about a strange animal at your house. Could I come and talk to you about it ?"  
 (Speaking, 2)

When we are interrupting an overheard conversation, we ask the addressee's permission by having the interrogative such as :  
 Do you mind if I say something ?  
 Can I butt in here ?  
 (Speaking, 80)

#### d. Request for information

For example :

Can you tell me the exact time it opens ?  
 (Com, 35)

Would you mind telling me your name ?  
 Please could I have your address and telephone number ?  
 (Com, 114)

Do you know whether John has agreed ?  
 (= Please tell me, has John agreed ?)  
 (Com, 126)

Harold and Alana constantly monitored the tubes that dripped fluids into their son's limp body. They bent close to his face and pleaded, "Speak to us James. Can you say anything ?" He tried, but no sound came out.  
 (Digest, 18)

Excuse me, but could you tell me the way to the station ?  
 (How, 52)

How do I get to the airport from here ?  
 Could you tell me the time, please ?  
 I wonder if you could tell me what time the  
 shops close here ?  
 How does one open this door ?  
 (How,52)

Rahmanto : "Going out today ?"  
 Suripto : "As a matter of fact, I have to go  
 for an interview. I wonder if you  
could tell me how to get there ?  
 The address is 23 Jalan Sudirman."  
 (How,53)

You : "Excuse me, but I was just admiring  
 your bag. It's very nice."  
 Stranger : "Oh, thank you."  
 You : "Would you mind telling me where you  
got it ? I've been looking for one  
 like that for a long time."  
 (Speaking,68)

For asking about health :  
 How's your father keeping ?  
 How's your brother these days ?  
 (Situational,56)

#### e. Request for repetition

A special case concerning the explicit request  
 is the interrogative dealing with request for rep-  
 etition. In this case, the question is asked be-  
 cause the answer has sounded improbable or because  
 the speaker has forgotten the answer, or because  
 the speaker fails to hear what other people has  
 said. For example :

I beg your pardon ?  
 Excuse me ? (American English)  
 Sorry ? (British English)  
 What ?  
 I'm sorry, would you mind repeating that ?  
 I'm sorry, would you mind saying that again ?  
 (Com,115)

A : It cost five dollars.  
 B : How much did (you say) it cost ?  
 (Com,115)

"Are you short-sighted, Mr. Lane ?"

"I beg your pardon ?"

"Is that why you wear glasses ?" she explained.

(Man, 37)

Landlady : "Have you seen today's paper ?"

Mr. Rhodes : "I'm afraid I haven't had time."

Landlady : "It says the price of petrol's going up."

Mr. Rhodes : "Pardon ?"

Landlady : (louder) "It says the price of petrol's going up."

(How, 27)

I'm sorry, but I couldn't quite follow you.  
Could you explain it again a little slower, please ?

(Speaking, 88)

#### f. Requests as invitations

For example :

Steve : "Well, time to get back to work, I suppose. Look, would you have time to drop round and have a chat with us this evening ? I know Mary would be very glad to see you."

(How, 15)

Indowati : "Are people interested in modern art here ?"

George : "Only a few. Most English people prefer the older paintings. By the way, d'you like dancing ?"

Indowati : "Oh, I'm very fond of dancing. How about you ?"

George : "I was wondering if you'd like come to a dance with me tonight ?"

(How, 40-41)

Would you care to have dinner with us tonight ?

Will you join us for lunch ?

I wonder whether you would care to come on a picnic with us next week ?

Could you come to a party at my place next Wednesday ?

Would you be free to come to a concert on Saturday evening ?

Would you like to go to the Zoo tomorrow ?

(How, 55-56)

Henry : "Hello Tati. How are you enjoying your stay in England ?"  
 Tati : "I'm enjoying it very much. Thank you."  
 Henry : "By the way, what are you doing tomorrow afternoon ?"  
 Tati : "Nothing special as far as I know."  
 Henry : "Well, would you care to come for a ride in the country ?"  
 (How,57)

Simatupang's phone rings. He lifts the receiver and says :  
 Simatupang : "Medan 3099."  
 Daryanto : "Can I speak to Simatupang, please ?"  
 Simatupang : "Speaking."  
 Daryanto : "Good morning. Daryanto here. We're having a little party at my place next Friday. I wonder if you and your wife would care to come ?"  
 (How,74)

Gretchen : "Good morning, Dr.Hampton. May I come in ?"  
 Dr.Hampton : "Good morning, Gretchen. Of course. How can I be of help ?"  
 Gretchen : "Well, it's not about school Dr.Hampton. It's just that Alan and I wanted to have a few people over for a dinner party to celebrate finishing my dissertation, and we'd like to invite you especially, since you're chairman. Would you be able to come the weekend after next, on Saturday ?"  
 (Speaking,23)

How about coming out for a drink with me this evening ?  
 Do you feel like going to the cinema ?  
 Would you like to come to a party with me tonight ?  
 (Situational,84)

There are certain remarks leading up to an invitation, for instance :

What are you doing next Monday ?  
 Are you doing anything next Friday afternoon ?  
 What are you doing the day after tomorrow ?  
 (How,56)



## 2. English interrogatives used as implicit requests

This kind of interrogative hides the request behind the interrogative uttered. It seems that a sense of sensitivity is needed in order to comprehend the explicit meaning of this type of interrogative. Some examples of this kind of interrogative are given below :

Have you given Rover his dog-biscuits ?  
(Com,56)

(It means that, if you have not given it, then give it now)

May/Could I ask you if you are driving to the station ?  
(Com,114)

(It means that, if you are driving to the station, may I go along with you ?)

It's cold in here  
(Design,24)

(It means that, the cold winds blow hard from the window which therefore it's cold in here. So, would you close the window, please ?)

"What are you doing this evening ?" he asked unexpectedly.

"I'm tidying my desk and going."

"I don't mean at this precise moment. I mean this evening when you leave here."

"I'm going home."

"Do you have a garden ?"

"I live in a flat."

.....

"I'm not doing anything tonight either," he said. "I was planning to work until nine and go to bed early."

"It would do you more good to stop work now. You don't relax enough."

"Driving relaxes me. A drive in the country." His hand tilted and a lock of hair fell forward.

"Will you come with me ?"

In this example, the question "Do you have a garden ?" seems to be irrelevant to the subject discussion. But then, it leads to an invitation "Will you come with me ?"

## CHAPTER V

### RHETORICAL QUESTIONS

It is the purpose of this chapter to present a stylised use of language known as rhetorical questions. This kind of language, whether in speech or writing, is consciously chosen for an emphatic or emotive effect.

Contrary to the other kinds of interrogatives, a rhetorical question is meant to be interpreted as an emphatic statement. It means that a rhetorical question is not asking for information or opinion and therefore there is no answer expected. More precisely, a positive rhetorical question is like a strong negative assertion, while a negative rhetorical question is like a strong positive one. This discussion, however, will just discuss the former one.

As with other interrogative meanings, this discussion is done by presenting examples from English texts. In some cases, the examples are clarified by situations in which rhetorical questions probably occur. The rhetorical questions found out from English texts are presented below.

1. What difference does it make ? (= It makes no difference)

A possible situation is :

Mr.A taught his students to solve a kind of mathematic problem in a certain way. Then, in the exam, one of his students, say B, did it in another way though resulted the same. Mr.A just found out the different way of B's work and crossed it. Because of this, B came to Mr.A's office and explained his way. B said : "By having your way, the result is 5,5; by having mine, the result is also 5,5. What difference does it make ?

2. Who cares ? (= Nobody cares)

A possible situation is :

"You can do whatever you want in your own house. You can break the windows, switch on the light all day long, throw the plates, or even hurt yourself. Who cares ?"

3. Is it any wonder that politicians are mistrusted ?  
(= It is no wonder that politicians are mistrusted.)  
(Com,27)

4. In newspapers we often read about crimes done by various motives. The question is : Does there have to be a motive for the crime ?  
(Com,130)

5. During Lebaran, many people are willing to go home by trains. In stations, we see long queues to buy tickets. But many are disappointed because the tickets run out. The question is : Should there be any difficulty in getting tickets ?  
(Com,131)

6. Must you leave already ?  
(= Surely you don't have to !)  
(Com,144)

7. "What are you thinking of, friends ? Is it right to quarrel like this ? On a day like this, too ! Easter is a time for joy and not for quarelling."  
(Tales,39)

8. "It's a stupid thing you are doing children, quarrelling about such a small matter. Just think ! The whole thing began about an egg. Perhaps the children took it. Well, does it matter ? What's the price of one egg ? God sends enough for all."  
(Tales)

9. "Well, will he be punished ?"  
"Yes, by twenty blows with a stick," answered Ivan.  
The old man shook his head. "It is bad," he said.  
"You are doing wrong, Ivan. Ah ! It's very bad - not for him so much as for you ! Well, they'll beat him.  
But will that do you any good ?"  
(Tales,81)

10. "Why, think of the bad he has done me !" said Ivan.  
"He nearly killed my son's wife, and now he says that he will burn our house. Should I thank him for it ?"  
(Tales)

11. John : "But surely we ought to go ahead now. Why wait and let somebody else get there first ?" We can't live on our old markets for ever !" (Business,17)
12. "Why did you not come when I called you ?" said the blind man. "Must you be led like a child ?" (Gifts,12)
13. "But father," said Frank, angrily, "an Italian gentleman has led the way. Do you want people say an Englishman was afraid to follow ?" (Gifts,48)
14. Keola and Lehua took his advice, and gave a great many dollars to the missionary society. And it seems as though it was very good advice, for since that day Kalamake has never been seen again. But whether he was killed in the battle in the wood, or whether he is still a prisoner on the island of Voices, who can say ? (Gifts)
15. What's wrong with taking care of the house ? I enjoy being a housewife. (Forum, vol.XII, Oct-Dec.1974)
16. Can a teacher who is not fluent himself in the foreign language teach the speaking skill ?
17. It is wrong to kill, but is it wrong to train men as soldiers ? (Teaching,11)
18. Nakasone is just as stalwart in his defense as his opponents are on the attack. He notes that business with earnings under \$ 666,600 a year, which make up 87% of Japanese firms, are exempt from the tax. In addition, food, medicine, transit fares and 48 other items, representing 65% of consumer goods sold in Japan, will remain untaxed. Says he : "How is it possible to call this large-scale sales tax ?" (Time 1,18)
19. Says she : "There are many beautiful singers, but there is only one Yma. "And who could possibly argue with that ?" (Time 1,18)
20. As he sat flanked by two aides in his office at

Islamabad's Aiwan-e-sadar, the House of the Presidency, Zia was asked by TIME New Delhi Bureau Chief Ross H. Munro about persistent reports that Pakistan could build a nuclear weapon in less than a month. The President's blunt answer : You can virtually write today that Pakistan can build a nuclear bomb whenever it wishes. What is difficult about a bomb? Once you have acquired the technology, which Pakistan has, you can do whatever you like.

(Time 2,4)

(= There is nothing difficult about a bomb)

21. "The calls for help were worst during the first day after el temblor," the rescue worker said. "There were mountains of rubble. We have no cranes or mechanical shovels, only picks, hand shovels and pliers. The impotence one feels in the face of the agony of someone who is only a few steps away - it's the worst thing that has ever happened to me. And then the horror of finding fingers or legs or arms, fathers embracing children, children embracing teddy bears, women with a crucifix in their hands .... Who can erase these images ?

(Digest,28-29)

(= Nobody can erase these images.)

22. "You see the way destiny is," says one 72-year-old man at a shelter for disaster victims. "I am old, alone, and I was saved by a miracle. But how many mothers and fathers have gone ? I don't matter anymore. I am on my way out. But what future is there for those who have no home and no fortune left, and worse even, no family ? Only the certainty of insecurity.

(Digest,29)

23. So much of our life is spent preparing for distant tomorrows that we often forget that this moment, which will not come again, is when we live. Why throw it away in daily anxiety about next week or next year ?

(Digest)

24. But on a date one night, he told me as gently as he could that he thought of me only as a friend. The world I had planned around Phil came trumpling down. That night, as I cried in my bedroom, the words on my bulletin board seemed ironical : It doesn't matter, they declared.

"Oh, but it does," I whispered. "I love him. I can't live without him."

But when I awoken the next morning and looked at the words again, I began to analyze the situation. How much did it matter - really ? Phil mattered and

I mattered and our happiness mattered. But did I want to be married to someone who didn't love me ?

(Digest,63)

(= Surely I did not want to be married to someone who did not love me.)

25. What did it matter to Ned Hale and Ruth Varnum if they were caught kissing each other ? Everybody in Starkfield knew they were engaged.

(Ethan,39)

(= It did not matter to Ned Hale and Ruth Varnum if they were caught kissing each other, because everybody in their village knew they were engaged.)

26. "You must write to me sometimes, Ethan."

"Oh, what good'll writing do ? I want to put my hand out and touch you. I want to do for you and care for you. I want to be there when you're sick and when you're lonesome."

(Ethan,73)

(= Writing will do no good, because what I need is your presence.)

27. Yet though he professed to dislike being told what to do, he still saw Catherine far more often than normal friendship decreed. This certainly did not indicate he no longer loved her. Andrea sighed, more convinced than ever that Max had brought her here tonight as a cover. If he wanted to disarm his friend's suspicious, what better way of doing it than to pretend he was in love with his assistant ?

(Man,121)

(= There is no better way to disarm his friend's suspicious than to pretend that he was in love with his assistant.)

28. Someone had written an anonymous letter to Hugh, telling him Max and Catherine were having a love affair. Because of it Hugh was going to divorce Catherine so that she could marry Max. But worse than this was the fact that Max believed she had sent the letter.

"No !" she cried aloud, and moved to the door, impelled by a desire to run to him and plead her innocence. But what was the good of pleading when he so patently believed her guilty ?

(Man,166-167)

(= There was no good of pleading when he so patently believed her guilty.)

29. "Don't behave like a fool, Andrea. You're in love with Max. Why not admit it ?"

"Because I'm frightened of him," she drew a shuddering breath. "He has no compassion, Hugh. No real understanding of people. What sort of relationship could we build on that kind of foundation ?"

(Man,178)

30. Mr.Yacobowski does not see her, because for him there is nothing to see. How can a fifty-two-year-old white immigrant storekeeper with the taste of potatoes and beer in his mouth, his mind honed on the doe-eyed Virgin Mary, his sensibility blunted by a permanent awareness of loss, see a little black girl ?

(In this situation, the little black girl, named Pecola, is contrasted to Mr.Yacobowski - young contrasted to old, black contrasted to white and poor contrasted to wealthy. It was impossible for Mr.Yacobowski to see, in this sense to understand, Pecola)

(Bluest Eye,42)

## CHAPTER VI

### ENGLISH INTERROGATIVES USED AS GREETINGS

The preceding chapters have discussed quite clearly the meanings of the English interrogatives designed for various meanings to be used in communication. In daily life, however, English interrogatives are often used to express friendly communication such as greetings. It is then the purpose of this chapter to present many kinds of English interrogatives used to greet others whom we are acquainted with.

Though the discussion just concerns greetings, this chapter is split up into two sections, namely :

A. English Interrogatives Used As Introductions

B. English Interrogatives Used As Greetings

The former section is included in the discussion by considering that an introduction can acquaint people each other and this will later lead to a greeting when they meet.

#### A. English Interrogatives Used As Introductions

The expressions commonly used for instance :

May I introduce (you to) Miss Brown ? (Com,151)

May I introduce you to Mr. Robinson ? (How,9)

If there is no third person to introduce you, say :

May I introduce myself ? My name is Peter Brown.

How d'you do ? - My name is Mary Bell.

In responding to the introduction, the greetings commonly used are :



How do you do ? (formal)

How are you ?

Glad to meet you.

Hello (informal)

Pleased to meet you (especially in the USA)

## B. English Interrogatives Used As Greetings

The expressions commonly used for greetings and their possible responses are :

<u>Greetings</u>	<u>Possible responses</u>
. Good morning.	. Good morning.
. Good afternoon.	. Good afternoon.
. Good evening.	. Good evening.
. How nice to see you !	. Yes, it's been quite a while.
. What a pleasant surprise !	. Yeah !
. Hello, Robert.	. Hello Kathryn.
. Hi, Kathy, how are you ?	. Fine, thanks. And you ?
. How are you ?	. Fine, thanks.
. How've you been ?	. Pretty good.
. How are you getting on ?	. Fine, thanks.
. How are you doing ?	. Very well, thanks.
. How's life ?	. Not too bad, thanks.
. How you doing ?	. Not bad.
. What's happening ?	. Not much.
. What's new ?	. Nothing.
. What's up ?	. Not much.
. Hey, long time no see !	. Yeah !

Since the above expressions seem to stand by themselves and are not so clear how they should be used, therefore, here are some short conversations in which the expressions may be used.

Mr. Brown : "Good morning, Mr. Green. How are you ?"  
 Mr. Green : "Very well, thank you. How are you ?"  
 Mr. Brown : "Fine, thanks. I don't think you've met my secretary. This is Mr. Green. This is Miss Black."

Mr. Green and Miss Black : "How d'you do ?"

Mr. Green : "You have a very nice office here."

Miss Black : "Yes, it's nice, isn't it ? I like working here very much."

(The conversation continues, probably about the weather)

(Two days later)

Mr. Green : "Good afternoon, Miss Black."

Miss Black : "Good afternoon. How are you today, Mr. Green ?"

Mr. Green : "Not too well, I'm afraid. I must've caught a bit of a cold I think."

Miss Black : "Oh, I'm sorry to hear that."

(How, 11)

Bill : "Hello Jane. How're you getting on ?"

Jane : "Fine, thanks. How're you ?"

Bill : "Fine."

Hary : "Hello you two."

Bill : "Hello Hary."

Jane : "I think I'd better be going, or I'll be late at the office. Goodbye."

Hary : "Goodbye Jane."

(The men talk for a few minutes and then)

Bill : "Got to be going, I'm afraid. See you tonight at the dance."

Hary : "All right."

(How, 14-15)

Paul meets Stephen (Steve) in a pub.

Paul : "Hello Steve. Nice to see you again."

Steve : "Hello Paul. Haven't seen you for ages. Where have you been ?"

Paul : "I've been in Japan as a matter of fact."

Steve : "And how long have you been away ?"

Paul : "Just over a year."

Steve : "Going back ?"

Paul : "Yes, I'm leaving the day after tomorrow."

Steve : "Well, this calls for a drink. Is that beer you're drinking ?"

Paul : "Yes, beer for me please."  
 Steve : (to the barman) Two pints of beer, please."  
 Barman : "Here you are sir."  
 Steve : (after paying for the drinks) "Well, here's  
           to your trip."  
 Paul : "Thank you - Cheers !"  
 Steve : "Cheers !"  
 Steve : "Well, time to get back to work, I suppose.  
           Look, would you have time to drop round and  
           have a chat with us this evening ? I know  
           Mary would be very glad to see you."  
 Paul : "Thanks, I'd like to very much."  
 Steve : "Good - see you tonight then."  
 Paul : "Fine."

(How,15)

A : "Hi, Betty ! Haven't seen you in ages !"  
 B : "Oh, hi ! It has been a long while !"  
 A : "How's your family ?"  
 B : "John's fine and the kids are doing well in school.  
       I hear you're working for a lawyer."  
 A : "Yes, I really like it a lot. In fact, I have to  
       go to work now."  
 B : "It was great seeing you. Bye !"  
 A : "Bye !"

(Speaking,8)

(The doorbell rings. Mrs.Carr opens the door.)  
 Mrs.Carr : "Good morning, George. Come in. How have  
             you been ?"  
 George : "Just fine, thank you. How are you ?"  
 Mrs.Carr : "Oh, reasonably well."  
 George : "Mrs.Carr, I would like to introduce a friend  
             of mine, if I may : Albert Douglas. Albert,  
             this is Mrs.Elaine Carr."  
 Albert : "Pleased to meet you, Mrs.Carr."  
 Mrs.Carr : "I've heard so much about you, Mr.Douglas.  
             Please do come in. Oh, Richie ? Darling,  
             I'd like you to meet someone - a friend  
             of George's."  
 Mr.Carr : "Oh, hello, George. Glad you could make it."  
             (He shakes hands with George.)  
 George : "Hello, Rich. It was very thoughtful of you  
             to invite us."  
 Mrs.Carr : "Yes, darling, as I was saying, this is  
             Albert Douglas.  
             (to Albert) My husband, Richard."  
 Albert : (shaking hands with Mr.Carr) "Very nice to  
             meet you, Mr.Carr."  
 Mr.Carr : "The pleasure's mine. But call me Rich.  
             Everyone does. Mind if I call you Albert ?"  
 Albert : "Of course not. But just plain "Al" will  
             do."

(Speaking,12)

Mark : "This seat taken ?"  
 Edward : "No, help yourself. Haven't seen you before.  
 You new in engineering ?"  
 Mark : "Yeah, I just switched majors from computer  
 science - too much math !"  
 Edward : "Well, don't expect it to be any better here !  
 What's your name, anyway ?"  
 Mark : "Mark. What's yours ?"  
 Edward : "Edward, but everybody calls me "Chip."  
 Mark : "Chip, huh ? Well, I'm not going to tell you  
 what my nickname is ! Oh, here comes the pro-  
 fessor. What's his name, anyway ? Scarey, or  
 something like that ?"  
 Edward : "James Kerry. But we call him "Big Jim" because  
 he's so short."  
 Mark : "To his face ?"  
 Edward : "No. Are you kidding ?"

(Speaking, 13-14)

(The telephone rings)  
 Tom : "Hello."  
 Don : "Hello, Tom ? This is Don. How are you ?"  
 Tom : "Oh, hi, Don. Good. How have you been ?"  
 Don : "Fine. Listen, Jerry and I wanted to go bowling  
 tomorrow night out at the bowling alley on  
 seventy-nine, but we don't have a way to get  
 there. If you drive, we'll pick up the tab for  
 the bowling. How about it ?"  
 Tom : "Well, it sounds like fun, but actually I've  
 really got a lot of homework to do just now."  
 Don : "Oh, come on, Tom. It'll be fun. Make you relax.  
 You'll study better !"  
 Tom : "I really can't. I've got a chemistry exam on  
 Monday and a book report due on Tuesday in  
 American Lit. that I'm really getting nervous  
 about. I don't think I'd enjoy it much. But  
 thanks a lot for thinking of me. Sorry I can't  
 help you out."  
 Don : "Oh, don't worry about it. Maybe next time. Good  
 luck on your exam."  
 Tom : "Thanks. See you."  
 Don : "Bye."

(Speaking, 24)

## CHAPTER VII

### ENGLISH INTERROGATIVES USED AS EXCLAMATIONS

This chapter aims at recording the meanings of English interrogatives which are used as exclamations. In order to facilitate the discussion, we should note that we are referring to interrogatives which end in exclamation marks instead of question marks.

There are two kinds of exclamation being discussed in this chapter. The one is an exclamation having subject-operator inversion, and the other is an exclamation having no subject-operator inversion. The former resembles the interrogative form except the ending mark, whereas the latter does not employ the interrogative form except the use of "how" and "what" to begin the exclamation. The latter is proposed in order to act as the comparison to the former.

This chapter is therefore divided into two sections, namely :

- A. Exclamations Having Subject-Operator Inversions
- B. Exclamations Having No Subject-Operator Inversions,

But Using Wh-words : "How" and "What"

Within each section, they attach some examples found in the English texts in order to clarify the differences between them, especially concerning their forms and meanings.

#### A. Exclamations Having Subject-Operator Inversions

This kind of exclamation conveys meanings as noted the following :

- a. It expresses a strong positive conviction

For example :

Am I hungry ! (= I am very hungry)

Did he looked annoyed ! (= He looked very annoyed)

Has she grown ! (= She has grown very fast)

Who should come in but the mayor himself !  
(= The only one who should come in is the mayor himself)

An ambulance sped Carl and his mother to the Queen Victoria Medical Centre, where he was treated for abrasions on his hands and legs. In an adjoining room, Carl's brave friend, Leigh, was there. When Leigh heard Carl talking, he ran in to greet him. "Wow !" he said, "Were you lucky !" And the two boys grinned.

(Digest,45)

For how many years have I waited !  
(= I have waited for so many years.)

(Grammar,466)

- b. It expresses the addressee's disagreement of what someone has said or done. For example :

"What's wrong, darling ?" her mother asked.  
"You looked awfully fed up."  
"I am. I'm tired of working for Mr.Lane."  
"I thought you liked him."  
"How can you say that !"

(Man,141)

Why is he such a baby !

(Com,134)

- c. Like a rhetorical question, a positive exclamatory interrogative may express a strong negative conviction. For example :

"I would not change my way of life for yours," said she. "We may live roughly, but at least we have no worries. You may have better food and clothes and more things to amuse you than we have. But though you often earn more than you need, you may easily lose all you have. People who are rich one day are often poor the next. Our way is safer. Though a

poor man's life is not a rich one, it is a long one. We shall never have a lot of money, but we shall always have enough to eat."

"Enough !" laughed her sister. "Yes, if you want to live like the animals ! What do you know about good living and good manners ! However hard your husband may work, you and your children will die as you are living on a waste heap."

(Tales, 41-42)

(= You know nothing about good living and good manners !)

B. Exclamations Having No Subject-Operator Inversions, but Using Wh-Words : "How" and "What"

Broadly speaking, this kind of exclamation has an initial phrase introduced by "how" or "what" but without subject-operator inversion. Strictly, this kind of sentence begins with "how" as a degree word with adjectives or adverbs, or "what" as determiner in noun phrases.

Concerning the meaning, this type of exclamation is used to express the speaker's feeling or attitude. This expression is showed up by a remark or comment on certain object or activity which expresses a strong emotion such as enthusiasm, praise, flattery, surprise, disgust, blame, etc. The examples of this form are presented the following :

What a wonderful time we've had ! (Com, 134)

What a good dinner she cooked !

How clever your son is !

What awful lies he tells !

How beautifully she dances !

(Com, 230)

What a difficult situation he's in !

With what amazing skill this artist handles the brush !

(Com, 274)

What a noise they are making ! (Com,289)

A : John gave the girl an apple.

B : Gave the girl an apple ! How kind he is !  
(Grammar,67)

What a very good present he had given the girl !  
(Grammar,68)

What a mess he's got into ! (Grammar,300)

What an enormous crowd came !

How delightful her manners !

How I used to hate geography !

What a long time we've been waiting !  
(Grammar,406)

"Take care that it is so," said the gentleman. He put on his boots and his fur coat and pulled the coat round his shoulders. Then he went to the door. But he forgot to bend his head and struck it against the post above the door. He shouted loudly as he rubbed his head. Then he walked to his carriage and drove away.

When he had gone Simon said, "What a strong man !" He almost knocked out the door-post, but it didn't hurt him."  
(Tales,20)

Then towards the end of each year, late in the autumn afternoons as the sun was going down, the trees on the river bank would tremble at the first touch of winter, their leaves now all red and gold. At such times Sauvage would smile at Morrisot and say, "What a perfect evening !", and Morrisot, while still fishing carefully, would answer, "Yes, better than the streets of Paris."

But all that was before the war.

Now, in the empty and lonely Paris street, they greeted one another sadly. Sauvage sighed. "What a terrible time this is !" he said

But what a wonderful day !" replied Morrisot unhappily. "The best day so far this year." There was not a cloud in the sky, which shone a deep, wonderful blue.

They wandered along together, each thinking of the happy days before the war.

Morrisot said, "Do you remember the days we went fishing ? What happy days they were !" (Gifts,23)

I had slept so well I did not know where I was. I looked round me. How wonderful ! It was like some kind of magnificent hall, all white and glittering.  
(Gifts,31)



"Very strange !" said Holmes. "Why should anyone want to put a ventilator there, for it opens into another room ? Why didn't they put it where it could let in clean air from the garden ?"

"How very stupid ! I never noticed that before." said the lady.

(Gifts,71)

"What's in here ?" he asked, tapping the safe.

"The Doctor's business papers, I suppose."

"There isn't a cat in it, for example ?"

"No. What a strange idea !"

(Gifts,71)

"Why is he weeping ?" said a little Green Lizard, as he ran past him with tail in the air.

"He is weeping for a red rose," said the Nightingale.

"For a red rose ?" he cried. "How very foolish !"

(Gifts,101)

Knowing that in a matter of moments she would be seeing the man she detested, Andrea was almost impelled to run away, but Gary Villiers gave her no chance to do so and put his hand under her elbow as he led her up the short flight of steps to the front door. To her surprise he had a key.

"Saves me bothering the staff," he said, as he opened the door. "A few of the people who work on Max's show have their own key."

"How trusting of him !"

(Man,19)

"This house is far too big for one person," Catherine agreed.

"Mr.Lane does a lot of entertaining," Andrea said at once.

"Friends coming in aren't the same as having a family living here."

"I think Mr.Lane is too busy to spare time for a wife and family."

"How little you know him !" The woman smiled happily, as if pleased to point out Andrea's ignorance. "Max is the most loving man you're ever likely to meet. He would make a wonderful husband and father."

(Man,53)

"I wasn't always rich," he said dryly, "but I was always well connected."

"I'm not prying," she said stiffly.

"I know, You're the least curious girl I have met. Even taking you to see my mother hasn't prompted you to ask me any questions about myself."

"You wouldn't answer if I did !"

"How right you are !"

(Man,111)

"Aren't men the limit ?" Catherine sighed. "I've yet to meet one who doesn't put business before pleasure. Even Hugh - who is rich enough not to care - does the same."

"I think it's because they find business more interesting than pleasure," said Andrea carefully.

"How right of you !" You're right of course. I should have thought of that myself."

(Man,123)

What a lovely dress Jill is wearing ! (How,37)

What a glorious weather !

What a wonderful idea !

What a charming dress !

We went to Flores too - How interesting !

(How,69)

What an awful mess ! (eg of an untidy room)

What terrible weather we're having !

(How,70)



## CHAPTER VIII

### ENGLISH INTERROGATIVES IN DECLARATIVE FORMS

As noted in the introduction that it is not necessary to have a certain form to express certain information, this chapter intends to trace the meanings of English interrogatives having declarative forms.

An interrogative sentence having declarative form means that the interrogative does not have any subject-operator inversion nor any Wh-words to begin the sentence. The interrogative, therefore, has exactly the same form as declarative sentence except that it ends with a question mark instead of a full stop.

Since this kind of interrogative is just a special case, there are not as many meanings as the "normal" interrogatives have. The various meanings of the declarative interrogatives are recorded below - as many are presented as are found in the English texts available.

1. A declarative interrogative sentence might mean to strengthen the positive bias of a question. It means that the speaker is assuming in advance that the answer is "yes". For example :

Mary : "It was raining heavily when I drove my car back from my parents' house. The street was so dark that I had to drive carefully. Unfortunately, on my way home, the car's light was extinguished. I was panic. It was impossible for me to ask for other's help, for there was no house around. Then I decided to drive the car very slowly. I just relied on my memory as I used to pass through the way home. I ...

Cathy could not hide her emotion and immediately said,  
"You got home safely then ?"  
 (Cathy presupposed that the answer was positive)

Peter was informed by his secretary that Hector Grant had phoned him. Peter came to Hector's room and said :  
"You wanted to see me, H.G ?"  
 (Business)

(By having the question, it was clearly that Peter presupposed the answer to be positive because H.G had phoned him)

Windsmore : "What would my work entail ?"

John : "You'd be responsible to me for all advertising and to Mr. Grant for public relations. You would brief the agency, whoever it is, on the kind of advertising campaign we want. You would also be responsible for getting our leaflets, brochures and catalogues designs."

Windsmore : "I presume you advertise in the National Press as well as the Trade Press ?"

John : "Yes, we do."

(Business, 61)

(It seemed that before applying for the job, Windsmore had studied about the firm, so that by proposing the question, he presupposed that the answer was positive)

"It was a pretty bad smash-up ?" I questioned Harmon, looking after Frome's retreating figure, and thinking how gallantly his lean brown head, with its shock of light hair, must have sat on his strong shoulders before they were bent out of shape.  
 (Ethan)

(By looking at Ethan's present figure, I presupposed the question to be answered positively.)

2. This kind of interrogative may express surprise, as the speaker disbeliefs of what other people have said.

For example :

"If you meant to engage a girl you ought to have told me before you started," he said.

"How could I tell you before I started ? How did I know what Dr. Buck would say ?"

"Oh, Dr. Buck -" Ethan's incredulity escaped in a short laugh. "Did Dr. Buck tell you how I was to pay her wages ?"

Her voice rose furiously with his. "No, he didn't."

For I'd be ashamed to tell him that you grudges me the money to get back my health, when I lost it nursing your own mother !"

"You lost your health nursing mother ?"

(Ethan,55)

Then Matrena spoke. She wanted to know who this woman was and whose children these were. She said, "Are you not their mother, then ?"

"No, my good woman. I am not their mother nor am I a relative. I did not know them but I took care of them."

"They are not your children and yet you love them so much ?"

(Tales,25)

3. To convey our disagreement of what other people has said, we may also use a declarative interrogative sentence. For example :

"You'd probably be able to put the whole business of Mr.Lane out of your mind if you could only tell him what you thought of him."

"I'd like to do more than tell him," Andrea said. "I'd like to strangle him !"

Her mother was half amused, half resigned. "You won't rest until he knows how you feel. Why don't you write to him ?"

"And let him have something on paper with which he can attack me ?" Andrea shook her head. "I'd rather tell him to his face."

(Man,11)

"I'm from Woman and Fashion," Andrea said boldly. "I've come to see Mr.Lane."

"May I have your appointment card ?" one of the receptionists said.

Andrea thought quickly. "I left it at the office. I'm sorry but ...."

"So am I," the girl cut in. "I can't let you through without it."

"You mean I've got to go back to my office for my card ?" Andrea tried to look indignant.

(Man,14)

A : "She was looking happy tonight."

B : "You thought so ? She seemed unhappy to me."

(Grammar,1042)

4. There are some interrogatives which look like declarative interrogatives, but they are really the incomplete

interrogatives, which mostly used in oral communication.

For example :

Want a drink ? (= Do you want a drink ?)

More coffee ? (= Do you want more coffee ?)

Beg your pardon ? (= I beg your pardon ?)

Why all the questions ? (= Why did you ask all the questions ?)

George who ? (= What George are you talking about ?,  
What's his last name ?)

"Shouldn't you be spreading your charm upon the rest of the guests ?" Andrea asked, nervous of his closeness.

"Scared of being alone with me ?" he questioned.  
(Man, 115)

(= Are you scared of being alone with me ?)

## CHAPTER IX

### CONCLUSION AND SUGGESTIONS

Now, we are coming to the end of our discussion. Since this paper is quite long, it will be helpful to make a brief conclusion about it, so that by glancing through the conclusion, the readers will have a rough description in their mind about the content of this paper.

In addition to the brief conclusion, this paper is equipped with some suggestions related to the teaching and learning of English interrogatives for teachers and students who regard English as a foreign language. Therefore, this chapter is divided into two sections, namely :

#### A. Conclusion

#### B. Suggestions

The first section is presented by picking up the important things of what have been discussed in the previous chapters, whereas the second proposes some suggestions based on the first one.

#### A. Conclusion

English sentences can be classified into four types, with one particular function for each type in speech situations. They are declarative sentences chiefly used to make statements, interrogative sentences to ask questions, imperative sentences to give commands, and exclamatory sentences to make exclamations. It should be noted, however, that there is no one-to-one correspondence between the grammatical form of a sentence and its function in com-

munication. Related to this paper, it means that in addition to using two major forms of English interrogatives to ask questions - Yes-no questions and Wh-word questions - we may use other forms, such as a declarative form in "You thought so ?", an exclamatory form in "Were you lucky !", and an imperative form (used politely) in "Will you close the door ?". On the other hand, we may also use an interrogative form functioning not only for asking question, for instance, for greeting others in "How have you been ?", for expressing contrast to what we say and which need no answer in "Must you be led like a child ?", and for conveying our request in "Will you pass the salt, please ?".

The discussion concerning the interrogative forms in this paper pays much attention to Yes-no question and Wh-word question constructions by considering that they are the major forms in interrogative sentence constructions. The other forms are presented along with the discussion concerning their meanings. It means that this paper neither presents the formulae of an English interrogative functioning as an exclamation or a statement nor it does present the formulae of the declarative form functioning as an interrogative. Instead, this paper looks directly at their examples in order to analyse their meanings. This is done either because they are only special cases or because this paper just emphasizes their meanings.

The first discussion related to the meanings of English interrogatives shows the English interrogatives



which are really intended to ask questions - to ask certain information from the addressee. Here, it is noted that Yes-no questions do not just function to require yes or no for the answer, but in English, it is found out that they may convey other meanings as well, such as presenting alternatives to be chosen in "Shall we go by bus or by train ?", asking the person we spoke to to come to the point as in "Yes, but do you know the answer ?", etc. For Wh-word questions, on the other hand, the discussion presents two versions of their meanings. The first version is done by recording the meanings of the Wh-words as they are found in English dictionaries. This is done by considering that the Wh-words hold an important role in the Wh-word questions, such as "when" for asking time, "who" for asking a certain person, etc. The second version deals with recording the meanings of Wh-word questions as they appear in the English texts, such as disagreeing what other people has said or done in "Why should you do that ?", and many others.

The following discussion deals with interrogative sentences used to convey polite commands or requests to the addressee. The difference of this kind of command and an imperative sentence lies in the way the instruction is given. A polite command instructs the addressee in a softer way than an imperative sentence does, for example, "Will you close the window ?" in polite command contrasted to "Close the window !" as an imperative sentence. In case of

requests, this paper presents the explicit and implicit requests in order to ask the addressee's willingness to do something for the speaker.

The English interrogative functioning as a statement which need not any answer is then discussed in a special case of English interrogatives known as rhetorical questions. This kind of interrogative informs us that the interrogative form conveyed by the speaker does not intend to ask something to the addressee. Instead, it states that the real meaning the speaker wants to convey is contradictory to the interrogative the speaker utters. For example, in expressing a sentence "John nearly killed my wife. Should I thank him for it ?", the speaker in fact said that as John had nearly killed his wife, it was reasonable that he hated what John had done and certainly he would not thank John for it.

Greetings are common expressions we often hear in daily conversation, since they usually lead to the real communication we intend to have. On some occasions, greetings are conveyed by interrogative sentences, but they are not really meant to ask questions except for beginning conversations with people we meet. For instance, by saying "How are you ?", the speaker will just need a short remark such as "Fine" so that the addressee need not utter a long description concerning his health.

In order to express a strong positive conviction, we may use the interrogative form ended with an exclamation

mark such as in "Am I hungry !" (meaning, I am very hungry). This discussion is also completed with exclamatory sentences beginning with "what" or "how" such as "What a good idea !" or "How beautiful the girl is !" in order to note the contrast between the former and the latter.

Lastly, the discussion is concerned with declarative sentences functioning as questions. This discussion is presented by recording the declarative forms uttered in an interrogative way either because the operator is dropped such as in "Want a drink ?" (= Do you want a drink ?) or because they are uttered in such a way as to express surprise as in "They are not your children and yet you love them so much ?"

In conclusion, this paper tells us that English interrogatives do not just convey questions in order to ask for certain information from the addressee. Instead, they may function as statements requiring no answers (rhetorical questions), polite commands (asking actions from the addressee), requests (asking the addressee's willingness to do something for the speaker), greetings (light utterances which just need short remarks) and exclamations (expressing strong emotions).

#### B. Suggestions

In the world of teaching and learning English in Indonesia, the English interrogatives seem to be a step child. Teachers rarely pay sufficient attention to them and often regard them as additional things.

Broadly speaking, in Indonesia, the teaching of English interrogatives is mostly done by introducing the students to the forms of the interrogatives, that is by having an inversion of subject-operator in Yes-no question and by having a Wh-word in front of the operator for the Wh-word question. In reality, however, the problem is really not that simple, since there is a concept that there is no one-to-one correspondence between the grammatical form of a sentence and its function in communication. In my opinion, teachers should inform the students that in addition to Yes-no question and Wh-word question constructions as the major principle in forming interrogatives, it is possible to use other forms to convey the questions as declarative forms do, for instance.

In case of the meanings of English interrogatives, students are often taught that by having a Yes-no question form, the required answer is just "yes" or "no", and by having a Wh-word question, the required answer depends on the Wh-word used by the question itself. If we are now looking at the various meanings of the English interrogatives as proposed in this paper, we will come to know that the meanings of the English interrogatives the teachers taught are just the basic meanings. In fact, there are still many other meanings that can be conveyed by the interrogative forms. It is hoped that this kind of meaning will also be introduced to the students gradually. Instead of explaining those meanings, however, we may ask the stu-

dents themselves to discover the meanings of English interrogatives found in the texts they have.

In addition, teachers should also inform their students that not all interrogative forms require answers, such as in rhetorical questions. There are also common things proposed by the English interrogatives as they appear in greetings. By having this information, it is hoped that when students face this sort of question, it is not necessary for them to analyse the meaning of the interrogative as noted by the wh-word in order to answer the question or to analyse the question in order to utter "yes" or "no" for the answer.

Anyway, if we notice the English interrogatives in terms of their function, we may see in this paper that in addition to functioning to ask a question, an interrogative sentence may also be used as a request and a polite command. This sort of interrogative may be introduced to the students by having short dialogues in the speaking class. These dialogues might be opened by greetings, then come to the conversation that leads to the request or polite command. By having this, it is hoped that the students will be familiar in combining the interrogatives to be used in real communication.

Another case (that should also be the concern of English teachers is the existence of "what" or "how" in exclamatory sentences. Students who are accustomed to note the interrogatives by looking at their wh-words may be ,

trapped in assuming the exclamatory sentences as the interrogatives, or they might be confused by the absence of subject-operator inversion in the exclamatory sentence. I think teachers should explain the difference between them in case of their forms and meanings.

The above utterances have shown us the real fact of the English interrogatives which are often neglected by the teachers but which are really important to be known by the students. I realize that the above suggestions will require a lot of time in order to be taught well. However, if I may suggest, it is not necessary for the teachers to spend special time to discuss those cases; instead, teachers may insert the various meanings and functions of English interrogatives in the reading texts delivered to the students or just give a brief explanation whenever a different case of the English interrogative exists.

I realize that nowadays, English teachers in Indonesia are facing a dilemma. On one hand, they should follow the curriculum determined by Department of Education and Culture (Departemen P & K) which results in teaching grammatical forms in terms of their rules. Teachers cannot reject this way of teaching, since the students will face this kind of things in their final exam held by the government (EBTANAS). On the other hand, if teachers just apply this structurally-centered-method, students who are structurally competent might fail in applying their knowledge to communicate appropriately. I know this dilemma is

hard to solve. However, since we believe that a language unit is identifiable and understandable only when both form and meaning are somehow involved either explicitly or implicitly, why not looking for the holes in the English teaching-learning in order to contribute something to the students with which they are able to handle simple communication in daily life ?

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# LAMPIRAN

## APPENDICES

The appendices are displayed at the end of this paper because of practical purposes. Appendix 1 and appendix 2 are attached in order not to disturb the discussion concerning the English interrogative forms. Appendix 3, on the other hand, is attached because the chapters discussing the meanings of English interrogatives mostly use the same English texts. Therefore, Appendix 3 prevents us from repeating the same texts used in the discussions.

It is hoped that by having the appendices, the discussions in this paper can run unhindered.

## Interrogative determiners and pronouns

	DETERMINERS	PRONOUNS	
	Personal and non-personal	Personal	Non-personal
Subjective case	what, which	who, what which	what, which
Objective case		who, which (whom-formal)	
Genitive case	whose		
Interrogative ... + preposition	what, which... + preposition	who, whom- formal ... + preposition	what, which... + preposition
Preposition + interrogative	Preposition + what, which (formal)	Preposition + whom (formal)	Preposition + what, which (formal)

The examples of interrogative determiners and pronouns

## 1. Determiners (require a head)

- a. What conductors do you like best ? (personal)  
What newspaper do you read ? (non-personal)
- b. Which singer do you prefer : Michael Jackson or Madonna ? (personal)  
Which records do you like best : classical or popular ? (non-personal)
- c. Whose books are on my table ? (non-personal)  
Whose father did Ali see ? (personal)
- d. With which John did Mary go : John the singer or John the teacher ? (personal)  
At which house did you leave it ? (non-personal)
- e. To what person did you give my letter ? (personal)  
On what table did he put my letter ? (non-personal)

## 2. Pronouns (do not require a head)

## . Personal

Subj. : Who told you where I was ?

What is he ?

Which caused the accident : Mary's carelessness  
or John's recklessness ?

Obj. : Who is your favourite actor ?

Whom is he marrying ? (formal)

Which are your children in this photo ?

. To whom did you give the present ?



. Non-personal :

Subj. : What delayed you ?

Which is more interesting : "The Bluest  
Eye" or "Ethan Frome" ?

Obj. : What does he do ?

Which do you like best ?

Prep. : What did you open it with ?

Which should I attach the photo to ?

: On what did you base your prediction ?

To which did you add the sugar ?

The examples of Wh-words functioning as adverbs

- . Where (= At what place) is he staying ?  
Where (= To what place) are you going on your vacation  
this year ?
- . When (= At what time) are you leaving ?
- . Why (= For what reason) are you going there ?
- . How (= By what means) are you travelling ?
- . How functioning as an interrogative adverb or degree :  
How soon will you leave ?  
How often does he see her ?

The English texts being used for discussing the meanings of English interrogatives are :

1. A Communicative English Grammar, by Geoffrey Leech and Jan Svartvik (Com.)
2. Tales from Tolstoy, by R.D.Binfield (Tales)
3. The Language of Business, by Angela Mack (Business)
4. The Gifts and Other Stories, by D.H.Howe (Gifts)
5. TIME, March 2, 1987 (Time 1)
6. TIME, March 30, 1987 (Time 2)
7. Reader's Digest, February 1986 (Digest)
8. Ethan Frome - a novel by Edith Wharton (Ethan)
9. Man without a Heart, by Roberta Leigh (Man)
10. The Economist, 7-13 March 1987 (Economist)
11. Vision of Love, by Elizabeth Graham (Vision)
12. The Bluest Eye, by Toni Morrison (Bluest Eye)
13. How To Say It, by Philip Binham (How)
14. Speaking Naturally, by Bruce Tilit and Mary Newton Burder (Speaking)
15. Situational Dialogues, by Michael Ockenden (Situational)
16. A Grammar of Contemporary English, by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik (Grammar)
17. The teaching of Literature, by H.L.B.Moody
18. Scientific American, February 1987 (Scientific)
19. Forum, vol.XII, Oct-Dec 1974
20. Living English Speech, by W Stannard Allen

