

EBERHARD KARLS  
UNIVERSITÄT  
TÜBINGEN



Echo Questions and the Grammar of Alternatives  
A Contrastive Analysis

Şehriban Erbektaş





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"I was never aware of any other option but to question everything."  
- Noam Chomsky

## **I. Introduction**

Linguistics has a far reaching history and diverse aspects under which a language can be understood, analyzed and interpreted. Whereas English is a well researched language, many other languages still need to be explored in their syntax and semantics. Therefore, it is English which is used as the source language for further investigation in uncharted ones. In my thesis, one major contribution is to look at Turkish, which is an underrepresented language when it comes to semantics. The data already existing for English and German, especially in the category of alternative grammar and echo-wh-questions, still has to be researched for Turkish. In the following thesis, my focus will be on echo-questions and the alternative grammar in English, German and Turkish. This thesis presents a questionnaire based on the idea of how echo questions and intervention effects behave in Turkish. It is subdivided in six parts. The implementation of the semantic of focus starts with the second, the background part. Afterwards, I move on to the syntax and semantics of basic interrogatives, the appearance of intervention effects and the interpretation of echo questions, before I introduce the key properties of Turkish grammar. The third part contains the methodology and research question in both German and Turkish, which is followed by part four, the results of the questionnaire. Finally, I will come up with a discussion in part five and will sum up the thesis in part six.

## **II. Background**

This section will give the implementation of focus, ~ and the question operator Q. Besides, basic interrogatives are described in their syntax and semantics and intervention effects are introduced, before echo-questions are explained. Turkish grammar with its key properties forms the last part of this section. German and English ordinary questions get ungrammatical under certain

circumstances. In the following, I will give one example for each language to show which configurations lead to ungrammaticality in questions.

The German sentence in (1) is ungrammatical due to the wh-phrase *wem* (whom) in situ which leads to uninterpretability. The sentence does not have a well-defined interpretation (Beck 2006, 21). The Surface Structure is given below.

Example 1:

a. \*Wo hat [nur der Konstantin] mit wem gegessen?

Where has only the Konstantin with whom eaten

'Where did only Konstantin eat with whom?'

b. [Q<sub>3,4</sub>[wo<sub>3</sub> [1 nur<sub>c</sub>[~C [[der Konstantin ]<sub>F2</sub> mit wem<sub>4</sub> t1 gegessen hat ]]]]]

The English sentence in (2) gets ungrammatical through the addition of the intervener *only*. The configuration responsible for the intervention effect, hence uninterpretability is shown in (2c).

Example 2:

a. \* Which sister did [only mum] introduce which relative to\_?

b. [Q<sub>1,2</sub>[[which sister]<sub>1</sub>[4[did [ only<sub>c</sub> [~C [mum int. [which relative]<sub>2</sub> to t1]]]]]]

c. \*[Q [...[~ [... Alt-trigger...]]...]] (Beck 2014, 21)

The purpose of this background section is to present one of the explanations for the ungrammaticality of the examples. In order to do so, we need two ingredients:

(i) the syntax and semantics of wh- questions

(ii) the semantics of focus

## **II.1 The Semantic of Focus**

I will follow Beck (2006) throughout the whole section of implementation. First, I will discuss the function of focus; second, the definition and position of the

squiggle operator in focused sentences and third, the interpretation of the question operator.

## II.1.1 The Implementation

### II.1.1.1 Focus

Focus gives rise to the generation of alternatives. When we hear a sentence like (1), we start pondering over alternatives to the focused subject Zara and create a set of alternative propositions to the one that Zara smiled, namely (2). The focus semantic value of (1) is (2a) and, in more general, in (2b) (Beck 2006, 11), in (3) the Surface Structure is given, in (4) the interpretation.

(1) Zara<sub>F</sub> smiled.

(2) a. {that Lena smiled, that Mary smiled, that Anna smiled ...}  
 b. {that x smiled | x is an individual}

(3) Zara<sub>F</sub> smiled.

[S [NP Zara<sub>F</sub>] [VP smiled]]

(4) a. [[Zara smiled]]<sub>o</sub><sup>g</sup> = λw. Zara smiled in w  
 b. [[smiled]]<sub>o</sub><sup>g</sup> = λx. λw. x smiled in w  
    [[Zara<sub>F</sub>]]<sub>o</sub><sup>g</sup> = Zara    [[Zara<sub>F</sub>]]<sub>Alt</sub><sup>g</sup> = D<sub>e</sub> = {Serina, Sinem,...}  
 c. [[Zara<sub>F</sub> smiled]]<sub>Alt</sub><sup>g</sup> = {[[smiled]]<sub>o</sub><sup>g</sup> (Zara), [[smiled]]<sub>o</sub><sup>g</sup> (John), ...}  
    = { λw. Zara smiled in w, λw. Serina smiled in w,...}  
    = { λw. x smiled in w | x ∈ D }

The alternative semantic value of (1) gives us a set of alternatives in the domain of the focused object. When the focus is on the verb, the set of alternatives given for that contains verbs, too. In the following, I will go on with the ~ operator.



### II.1.1.2 The Squiggle Operator

According to Rooth (1985, 1991) the squiggle is a focus-sensitive operator which evaluates and thus binds all foci in its scope unselectively (Beck 2006, 14). Below, I will first give a sentence with *only*, after that, the semantics of the squiggle operator and the semantics of *only*.

- (5) a. They only gave Zara [the flowers]<sub>F</sub>.

They did not give anything but the flowers.

- b. They only gave Zara<sub>F</sub> the flowers.

They didn't give anyone but Zara the flowers.

The focus-sensitive adverb *only* changes the sentence in its pragmatic meaning by focusing first the flowers, and second Zara.

- (6) Squiggle: If  $\alpha$  is a tree [ $\beta \sim C$ ], then:

$[[\alpha]]_o^g$  is defined only if  $[[C]]_o^g \subseteq [[\beta]]_{Alt}^g$ .

If defined,  $[[\alpha]]_o^g = [[\beta]]_o^g$

$[[\alpha]]_{Alt}^g = \{[[\beta]]_o^g\}$

(Beck 2014, 32)

- (7)  $[[\text{only } S]]_o^g$  is only defined if  $[[S]]_{Alt}^g = \text{QUD}$ . If defined,

$[[\text{only } S]]_o^g = \lambda w. \forall q [q \in [[S]]_{Alt}^g \& q(w)=1 \rightarrow q = [[S]]_o^g]$

(Beck 2014, 9)

With both (6) and (7), the interpretation of (5) gives us (8) and the truth values in (9).

- (8) a.  $[[\text{only } S]]_o^g = \lambda w. \forall p [p \in [[S]]_{Alt}^g \& p(w)=1 \rightarrow p = [[S]]_o^g]$

b.  $[[\text{only } [\text{they gave Zara } [\text{the FLowerS}]_F]]_o^g =$

$\lambda w. \forall p [p \in [[\text{they gave Zara } [\text{the FLowerS}]_F]]_{Alt}^g \& p(w)=1 \rightarrow$

$p = [[\text{they gave Zara } [\text{the FLowerS}]_F]]_o^g =$

- (9)  $\lambda w. \forall p [p \in \{\lambda w'. \text{they gave Zara } z \text{ in } w' \mid z \in D\} \& p(w)=1 \rightarrow$

$p = \lambda w'. \text{ they gave Zara the } x: \text{ flowers}(x) \text{ in } w'$

In other words, for all propositions  $p$  that are 'that they gave Zara  $z$ ' for some  $z$ : if  $p$  is true then  $p$  is the proposition that they gave Zara the flowers.

The adverb *only* influences the interpretation of a sentence by the position it occurs in, but it is not a focus-evaluating operator (Beck 2014, 6). After the short introduction of focus and  $\sim$ , the next focus sensitive operator being introduced is the question operator  $Q$  which plays an important role when it comes to intervention effects.

### II.1.1.3 Question Operator:

Another focus-sensitive operator is the question operator  $Q$ . Not only focus, but also questions introduce alternatives. Let us have a look at the example in (10a) and its alternatives in (10b). It is expected that the listener will give the true proposition from the alternative set of propositions. The alternative question in (11) works the same way (Beck 2014, 11).

(10) a. What have you lent Serina?

b.  $\{\lambda w. \text{ We lent Serina } z \text{ in } w \mid z \in D\}$

(11) a. Have you lent Serina [the MOrcycle]<sub>F</sub> or [the MInivan]<sub>F</sub>?

b.  $\{\lambda w. \text{ we lent Serina } z \text{ in } w \mid z \in \{\text{ the motorcycle, the minivan }\}\}$

Sentence (12a) gives us the Logical Form of (10) and (12 b-c) the interpretation of (12a).

(12) a.  $[ Q [ \text{ what have you lent Serina } ] ]$

b.  $[[\text{what}]]_{\text{Alt}} = \{z \mid z \in D\}$

$[[Q S]]_o^g = [[S]]_{\text{Alt}}^g$

$[[\text{what have you lent Serina}]]_{\text{Alt}}^g = \{\lambda w. \text{ we lent Serina } z \text{ in } w \mid z \in D\}$

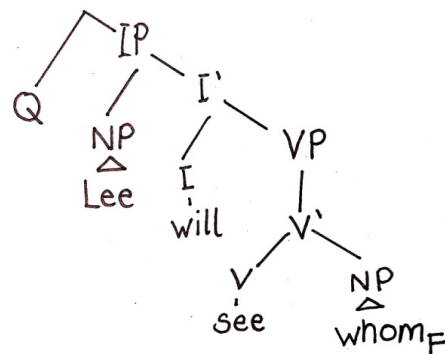
c.  $[[Q S]]_o^g = [[S]]_{\text{Alt}}^g$

$$[[[Q[\text{what have you lent Serina}]]]]_o^g = \{\lambda w. \text{we lent Serina } z \text{ in } w \mid z \in D\}$$

The Q operator evaluates the alternatives triggered by a wh-phrase or by a disjunction in the case of an alternative question.

The Logical Form of (13) and the position of the question operator Q are given below. We have no movement and Q has wide scope and c-commands its sister constituent and everything within it.

(13) Lee will see whom?



How do ~ and Q interact?

There are four combinations that are possible with ~ and Q. I will only focus on the combination that causes an intervention effect. This combination is shown below and is depicted in II.3. By the clausal appearance of the question operator Q, it c-commands the intervener ~ which evaluates all alternatives triggered by the wh-phrase unselectively, and therefore Q has no access to alternatives anymore, and the sentence gets ungrammatical.

(14) \*[Q [...[~ [... Alt-trigger...]]...]] (Beck 2014, 21)

Functions of ~ and Q at one glance:

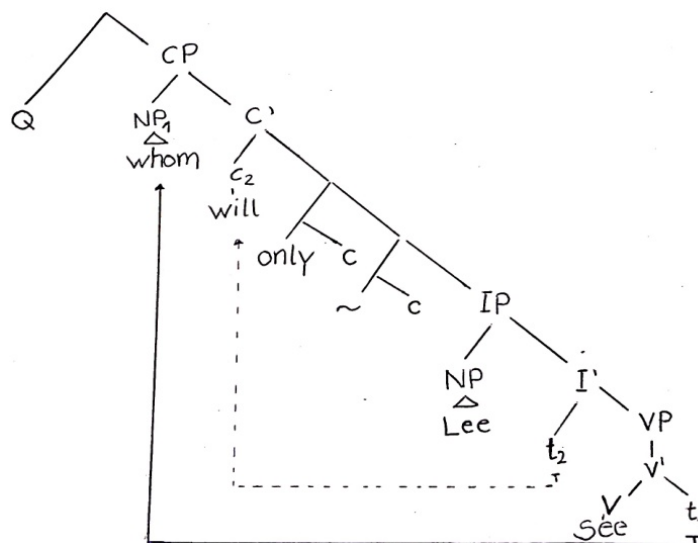
- Focus cannot be evaluated by the question operator Q, since we have seen that in the configuration above. The focus intervenes between Q and the alternative trigger.

- Focus can be evaluated by the  $\sim$  operator, which c-commands focus and evaluated all triggered alternatives of focus.
- Wh-expressions must be evaluated by Q, since questions introduce the question operator Q which c-commands the wh-expression.

(Beck 2014, 20)

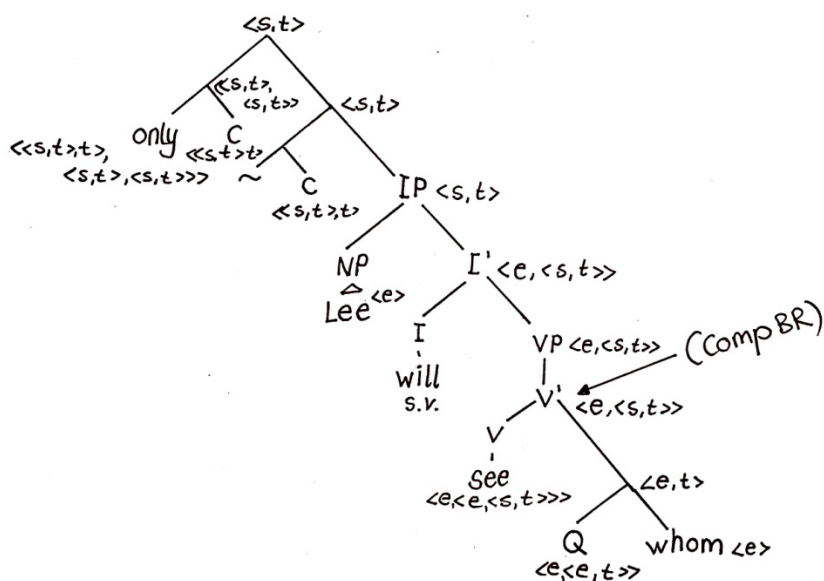
To make the combination of the question operator Q and the  $\sim$  more visible, I will give the Surface Structure of the sentence in (15)

(15) Whom will only Lee see?



Wh- movement is relevant for intervention effects, since it can prevent the sentence from turning ungrammatical. By wh-movement to the SpecCP the wh-phrase eludes the scope of focus and is not influenced by the  $\sim$  operator anymore. In (16) we have the same sentence as an echo-wh-question to show where the phrasal question operator Q occurs.

(16) Only Lee will see whom?



The question operator Q occurs phrasal in echo-wh-questions. Consequently, the Q is not in the scope of  $\sim$  anymore, which would have evaluated the alternatives of the wh-phase otherwise. Therefore, Q has access to the alternative trigger *wh*-phrase and the sentence remains grammatical and interpretable.

## II.2 The Syntax and Semantics of Basic Interrogatives

### II.2.1 Syntax

In English, basic wh-questions with an ordinary interrogative meaning come along with wh- movement. To generate a simple question like (15) the wh-phrase needs to undergo a movement from its underlying position to spec-CP in the surface structure. The basis of the sentence is given below. Between Deep Structure and Surface Structure there is an intermediate step (Beck&Gergel 2014, 78).

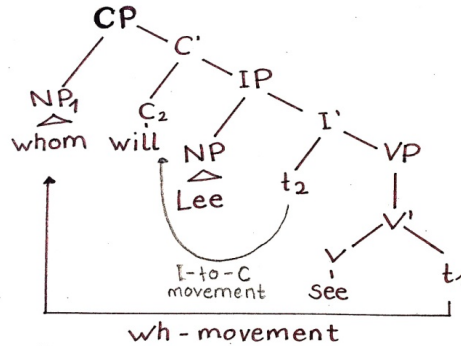
(15) Lee will see whom?

- (15') a. [<sub>CP</sub> [<sub>C</sub> [<sub>IP</sub> Lee will [<sub>VP</sub> see whom ] ] ] ] ]  
 b. [<sub>CP</sub> [<sub>C</sub> will [<sub>IP</sub> Lee *t* [<sub>VP</sub> see whom ] ] ] ] ]  
 c. [<sub>CP</sub> whom [<sub>C</sub> will [<sub>IP</sub> Lee *t* [<sub>VP</sub> see *t* ] ] ] ] ]

The complete Surface Structure is given in (12)

[<sub>CP</sub> whom <sub>2</sub> [<sub>C'</sub> will <sub>1</sub> [<sub>IP</sub> Lee <sub>t</sub><sub>1</sub> [<sub>VP</sub> see <sub>t</sub><sub>2</sub>]]]]

(16)

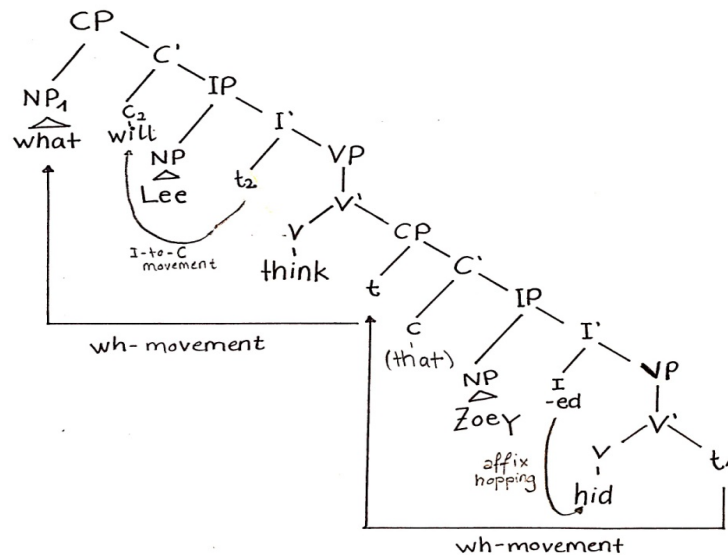


The wh-movement does not only apply to wh-pronouns, but also to NPs with a wh-pronoun in the specifier position like *whose dog* or a PP having a wh-phrase as a NP complement like *in whose bag* (Beck & Gergel 2014, 80). In (16) there is wh-movement to SpecCP and I-to-C movement.

An embedded wh-question is given below, to show how the movement applies through a more complex sentence.

(17) What will Lee think that Zoey hid?

The wh-phrase *what*, which is the complement of *hid*, is fronted. Thus, it must have started in the embedded clause. In the matrix clause there is I-to-C movement.



Wh-phrase *what* moves to the specifier of the embedded CP first, since it is the closest specifier of CP, and then to the SpecCP of the matrix clause.

## II.2.2 Semantics

Not only focus, but also wh-expressions are generating alternatives. However, this is the only semantic role of wh-phrases, whereas focus has several other functions. Thus the ordinary meaning of wh-phrases is not defined. The Q operator moves the alternative semantic value up to the ordinary meaning and keeps the interpretability of wh-expressions (Beck 2015, 6).

$$\begin{aligned}
 (18) \quad [[ \text{What did Jane bake?} ] ]_o &= \{ \lambda w. \text{Jane baked}_w \text{ cookies,} \\
 &\quad \lambda w. \text{Jane baked}_w \text{ a cake, ...} \} \\
 &= \{ \lambda w. \text{Jane baked}_w x \mid x \in D \}
 \end{aligned}$$

- (19) a. What did Jane bake?  
 b. [Q [S Jane baked what]]

(20)  $[[wh]]_o$  is undefined.  
 $[[wh]]_{Alt} = \{x: x \in D_\sigma\}$  (where  $\sigma$  is the type of wh's sister's argument)

e.g.  $[[ \text{what} ]]_{\text{Alt}} = \{x: x \in D_e \ \& \ x \text{ a thing}\}$

(21)  $[[Q S]]_o = [[S]]_{\text{Alt}}$   
 (Beck 2015, 6)

Below, we have the composition:

(22) a.  $[[\text{baked what}]]_o$  is undefined  
 b.  $[[\text{baked what}]]_{\text{Alt}} = \{\lambda y. \lambda w. y \text{ baked}_w \text{ cookies,}$   
 $\lambda y. \lambda w. y \text{ baked}_w \text{ a cake, ...}\}$   
 $= \{\lambda y. \lambda w. y \text{ baked}_w x \mid x \in D\}$

(23) a.  $[[\text{Jane baked what}]]_o$  is undefined  
 b.  $[[\text{Jane baked what}]]_{\text{Alt}} = \{\lambda w. \text{Jane baked}_w \text{ cookies,}$   
 $\lambda w. \text{Jane baked}_w \text{ a cake, ...}\}$   
 $= \{\lambda w. \text{Jane baked}_w x \mid x \in D\}$

(24)  $[[ [Q [S \text{ Jane baked what}]] ] ]_o = \{\lambda w. \text{Jane baked}_w x \mid x \in D\}$

“The meaning of a question (its semantics) is a set of alternative propositions (the answers to the question). Evoking such a set of alternatives pragmatically sets up a choice situation. A ‘standard’ discourse interpretation is a request to identify true vs. false alternatives. The appropriate response then is to state the true alternative(s) in the set” (Beck 2015, 6).

### **II.3 Intervention Effects**

Intervention effects in wh- questions are produced when there is a certain constellation of the question operator Q and the squiggle operator. I will follow Beck (2006) with her example of an intervention effect. The sentence in (25) shows a construct in which “the Q operator is associated with the wh-phrase, [‘Zoey’] wants to associate with ‘only’ via the ~ operator, and the Q operator takes scope over ‘only’ ” (Beck 2006, 16).



(25) a. \*Only Zoey hugged whom?

b. \* $[_{CP} Q_2 [_{IP3} \text{only}_C [_{IP2} \sim C [_{IP1} \text{Zoey}_{F1} \text{hugged whom}_2]]]]]$

The logical form (25b) is ungrammatical and uninterpretable. The reason for the ungrammaticality is roughly explained by Beck (2006, 16):  $[[IP1]]$  is undefined since the wh-phrase's ordinary translation is undefined, too. Consequently,  $[[IP2]]$ ,  $[[IP3]]$  and the  $[[CP]]$  are not defined.

As already discussed in II.1.2.3, as long as the Q operator c-commands a wh-phrase the sentence is grammatical and interpretable. In (25b) the wh-expression is c-commanded by the  $\sim$  operator which evaluates the alternatives in its scope. As a result, the Q operator does not have access to the alternatives in its scope anymore and the sentence becomes ungrammatical.

\* $[Q [\dots [\sim [\dots \text{Alt-trigger}\dots]]\dots]]$

Intervention effects can be found crosslinguistically, as is pointed out in the Beck (1996) paper, too. Therefore, I will list examples in German to underline the appearance of intervention effects.

(26) a. Wen hat nur die Sienna belohnt?

Whom has only the Sienna reward

'Whom did only Sienna reward?'

b.  $[_z Q_3 [_y \text{wen}_3 [1 [_x \text{nur}_c [\sim C [ [\text{die Sienna}]_{F2} \text{t1} \text{belohnt hat}]]]]]]]$

who only the Sienna rewarded has

This is an example of a wh-expression with a focus-sensitive particle which is well-defined and interpretable. However, by adding a wh-phrase after the focus sensitive particle the sentence gets ungrammatical, hence uninterpretable.

(27) a. \*Wen hat nur die Sienna womit belohnt?

Whom has only the Sienna with what rewarded

'Who did only Sienna reward with what?'

b. [<sub>Z</sub> Q<sub>3,4</sub> [<sub>Y</sub> wen<sub>3</sub> [<sub>1</sub> [<sub>X</sub> nur<sub>c</sub> [ ~C [ [die Sienna]<sub>F2</sub> womit<sub>4</sub> t1 belohnt hat]]]]]]]

The Logical Form shows that we get the combination of the two focus sensitive operators which causes the intervention effect:

\*[Q [... [~ [... Alt-trigger...]]...]]

Interestingly, this configuration does not lead to intervention effect when it comes to echo-question, which is shown in the following section.

## **II.4 Echo Questions**

For my purposes, the most concise summary of the characteristics of echo questions is introduced by Reis (2015). Therefore, I am going to report the analysis of echo questions from her paper.

The example below portrays a short conversation which leads to an echo question.

(28) a. A: Wo wohnt eigentlich Sina?  
where lives Part. Sina  
'Where does Sina live?'

b. B: In Alaca wohnt sie.  
in Alaca lives she  
'She lives in Alaca.'

c. A: Sie wohnt WO?  
she lives where  
'She lives WHERE?'

(29) a. A: What did he buy?

b. B: He bought a Beer Cap Map.

c. A: He bought WHAT?

Although we get the answer for the question in (28a) in (28b), in (28c) the question is repeated which might indicate, that the speaker A does not know where Alaca is. The speaker asks the hearer to close the information gap by repeating the question. Intonation and word order underline the appearance of the gap that was closed before in the context of their conversation. The same can be observed in (29). Speaker A does not seem to know what a *beer cap map* is and repeats the question to gain more information about it. As a result, the effect of an echoed question arises. As can be seen in (28) and (29) ordinary interrogative question meaning has movement to SpecCP, which is obligatory. In echo questions there does not have to be movement. However, echo questions are obligatorily stressed, while ordinary wh- questions do not have to be (Reis 2015 in Beck 2015, 2).

Reis (2015) presents some further aspects of echo-wh-questions which expands the use of it. There can be 'echoing' or 'quoting' of questions when it is assumed that speaker and hearer share a common ground and the question is repeated to lock the information been known and mentioned previously. The examples in (30) illustrate this occurrence of echo-wh-questions.

- (30) a. Kolumbus entdeckte Amerika WANN?  
 Kolumbus discovered America WHEN?  
 'Kolumbus discovered America WHEN?'
- b. du hast deine WIEviele Portion Eis?  
 you have your how many eth portion ice ?  
 'You are having HOW many ice portions?'
- c. und dann hast du sie mit WEM beim Tanzen erwischt  
 and then have you her with whom dancing caught  
 'And then you caught her dancing with WHOM?'
- d. Zur Wiederholung: Der Lexikon Eintrag von Präpositionen lautet  
 to repition: the lexical entry of prepositions is

nochmal WIE?(/)

again how

'For repetition: the lexical entry of prepositions is WHAT, again?'

e. Und wenn einer in Ohnmacht fällt, dann ruft ihr WEN?

and when one in faint falls then call you-3PI WHOM

'And when someone faints, you call WHOM?'

### Syntax of echo-questions:

Following Reis, there is no clausal Q operator in echo-wh-questions. Besides, there is no movement, no islands and no embedding, which is illustrated below (Reis 2015 in Beck 2015, 3).

(31) a. Das Pferd gehört Deinem Vater und WEM?

the horse belongs your.Dat father and who.Dat

'The horse belongs to your father and WHO?'

b. Du fragst Dich, wer WEN geküsst hat?

you wonder Refl who.Acc who.Dat kissed has

'You wonder who WHOM kissed?'

(32) # You wonder for which x,y: x kissed y.

Although echo-wh-questions have no clausal Q operator, they have a formal wh-feature which needs an operator. Reis proposes that instead of in C there is a Q-operator in the wh-phrase which is shown below.

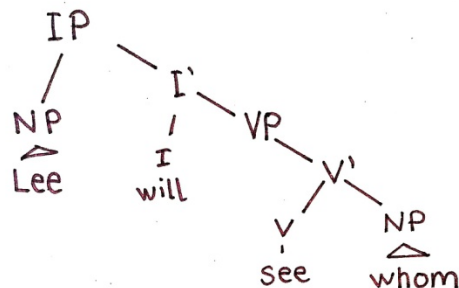
(33) a. [CP you wonder [CP Q<sub>1</sub>[who<sub>1</sub>[IP [Q<sub>2</sub><sub>F</sub>WHOM<sub>2</sub>] kissed]]]]

b. [CP Das Pferd gehört Deinem Vater und [Q WEM]]

[CP the horse belongs to your father and [Q WHO]]

Sentence (16) in section II.1.1.3 shows the Surface Structure of 'Whom will Lee see' with wh-movement to SpecCP. Below, I will give the Surface Structure of the echo-meaning of (34).

(34) Lee will see WHOM?



There is no wh-movement and no I-to-C movement due to the structure of the echo-question. Besides, the operator Q is thought to be within the wh-phrase, which keeps the sentence grammatical because intervention effects cannot arise.

### Semantic analysis of echo-wh-questions:

As already mentioned, wh-phrases introduce alternatives and therefore echo-wh-questions also introduce a set of alternatives, in other words, a set of propositions as their ordinary semantic value (Beck 2015, 7). The difference in echo-questions is in their pragmatic meaning.

- (35) a.  $[[wh]]_o$  is undefined
  - b.  $[[wh]]_{Alt} = \{x: x \in D_\sigma\}$  (where  $\sigma$  is the type of wh's sister's argument) (Beck 2015,7)
- (36) a.  $[[wh]]_o$  is undefined.
  - b.  $[[wh]]_{Alt} = \{x: x \in D_\sigma\}$  (where  $\sigma$  is the type of wh's sister's argument)
  - c.  $Alt(wh) = \{z\}$  (where  $z$  is the unique contextually relevant element of  $D_\sigma$ )
- (37) e.g.  $[[wh_{Fat}]]$  written as  $[[what_F]]$ :
  - a.  $[[what_F]]_o$  is undefined

b.  $[[\text{what}_F]]_{\text{Alt}} = \{x: x \in D_e \& x \text{ a thing}\}$

d.  $\text{Alt}(\text{what}_F) = \{z\}$  (z the unique relevant entity in  $D_e$ ) = {that}  
(Beck 2015,7)

(38)  $[[Q \text{ wh}]]_o = \{x: x \in D_\sigma\}$

$[[Q \text{ wh}_F]]_{\text{Alt}} = \{z\}$  (where z is the unique element of  $\text{Alt}(\text{wh})$ )  
(Beck 2015,7)

There has to be a combination of alternatives in ordinary semantics and of alternatives in alternative semantic values (Reis in Beck 2015, 7).

(39) Composition of branching nodes (revised) (Beck 2014, 7):

If  $\alpha$  is a branching node whose daughters are  $\beta$  and  $\gamma$ , then

$[[\alpha]]_o = [[\beta]]_o \oplus [[\gamma]]_o$  via FA or PFA (whichever is defined)

$[[\alpha]]_{\text{Alt}} = [[\beta]]_{\text{Alt}} \oplus [[\gamma]]_{\text{Alt}}$  via PFA

What did Jane bake?

[Q [ S Jane baked what]]

(40) a.  $[[\text{baked } [Q \text{ what}_F]]]_o = \{\lambda y. \lambda w. y \text{ baked}_w x \mid x \in D\}$

b.  $[[\text{baked } [Q \text{ what}_F]]]_{\text{Alt}} = \{\lambda y. \lambda w. y \text{ baked}_w z\}$

(41) a.  $[[\text{Jane baked } [Q \text{ what}_F]]]_o = \{\lambda w. \text{Jane baked}_w x \mid x \in D\}$

= what did Jane bake?

b.  $[[\text{Jane baked } [Q \text{ what}_F]]]_{\text{Alt}} = \{\lambda w. \text{Jane baked}_w z\}$

= {Jane baked that}

(via (31))

### Research Question #1 for German:

Following Beck (2006) intervention effects do not occur in echo-wh-questions. The reason for this is the question operator Q which is phrasal and not clausal like in basic wh-questions. Therefore, the  $\sim$  cannot intervene between Q and alternative trigger, the wh-phrase, and the sentence should remain grammatical even with a focus-sensitive adverb like *only*. This leads to the prediction for German:

Are there any intervention effects with echo questions? Does this prediction hold up empirically?

## **II.5 The View from Turkish**

### **II.5.1 Key Properties of Turkish Grammar**

With its over 87 million speakers, Turkish, as an Altaic language, belongs to the language family of S-O-V type languages and is head-final. Word order is an essential aspect when it comes to focus. To make clear how Turkish works and under which circumstances word order changes in Turkish, I will give some examples in the following. In all four examples, the first context is in Turkish and the second one is the English translation of that. Beneath every context, I glossed the Turkish question belonging to the context to underline the structure and focus of Turkish questions. Finally, I roughly explained why the word order changes with respect to its context.

#### **Ex. 1 Unmarked sentence with normal intonation**

---

Çocukların kapının önünde oynarken, bir an ağlama sesi duyuyup dışarı çıkıyorsun. Kızın kafasını tutup abisi Tan'ı gösteriyor. Kafasına ne attığını öğrenmek için ona soruyorsun:

Question: Tan *ne-yi* attı?

Answer: Tan *topu* attı.

*Your children are playing in the backyard. Suddenly, you hear someone crying and you go out to look after them. Your daughter is holding her head while pointing at her brother Tan. You want to know what he threw at her head and ask:*

Question: *What did Tan throw?*

Answer: Tan threw the ball.

Tan	<i>top-u</i>	<i>at-ti</i>
Tan	<b>ball-ACC</b>	<b>throw-past</b>
<b>S</b>	<b>O</b>	<b>V</b>

### **'Tan threw the ball'**

Since the interrogative pronoun 'neyi' (what.ACC) is in the preverbal focus position, the answer with focus on 'topu' (the ball.ACC), which also occurs preverbal, is the required one.

#### **Ex. 2 Marked sentence-topicalization S/O inversion**

---

Çocukların kapının önünde top oynuyor. Bir an ağlama sesi duyuyup dışarı çıkıyorsun ve kızın kafasını tutuyor. Topu kim kafasına attığını öğrenmek için soruyorsun:

Question: Topu *kim* attı?

Answer: Topu Tan attı.

*Your children are playing in the backyard. Suddenly, you hear someone crying and you go out to find your daughter holding her head. You want to know who threw the ball at her head and ask:*

Answer: *Who* threw the ball?

Question: Tan threw the ball.

<b>Top-u</b>	<b>Tan</b>	<b>at-ti</b>
<b>ball-ACC</b>	<b>Tan</b>	<b>throw-past</b>
<b>O</b>	<b>S</b>	<b>V</b>

### **'Tan threw the ball'**

The interrogative *pronoun* 'kim' occurs preverbal and is focused. The answer does also have to be focused and as a result, Tan occurs also preverbal.

#### **Ex. 3 Extraposition (S/O inversion with respect to the verb)**

---

Çocukların kapının önünde top oynarken, bir an ağlama sesi duyuyup dışarı çıkıyorsun. Kızını kafasını tutarken görüp, kimin topu attığını öğrenmek için ona soruyorsun:

Question: Kim attı topu?



Answer: Tan attı topu.

*Your children are playing in the backyard. Suddenly, you hear someone crying and go out to find your daughter holding her head. You want to know who threw the ball at her and ask:*

Answer: *Who* threw the ball?

Question: *Tan* threw the ball.

Tan	at-ti	top-u
Tan	throw-past	ball-ACC
S	V	O

**'Tan threw the ball'**

The word order of this question and its belonging answer is remarkable. In an unmarked sentence, the interrogative pronoun occurs in-situ in the focus position just before the verb. The closer a constituents gets to the verb the more it has focus. In this example, the interrogative pronoun occurs sentence initial; in extraposition, instead of its original in-situ position. Although the interrogative pronoun is fronted, it is focused because it is in preverbal position. One proper answer to a question with a fronted interrogative which asks for a subject can be one with a fronted Subject occurring immediately before the verb. Another natural answer could be the one of ex. 2 in which Tan is in-situ but focused because in preverbal position.

#### ***Ex. 4 Extraposition (S/O inversion with respect to the verb)***

---

Çocukların kapının önünde oynarken, bir an ağlama sesi duyuyup dışarı çıkıyorsun. Kızın kafasını tutup abisi Tan'ı gösteriyor. Kafasına ne attığını öğrenmek için ona soruyorsun:

Question: Ne attı Tan?

Answer: Topu attı Tan.

*Your children are playing in the backyard. Suddenly, you hear someone crying and go out to look after them. Your daughter is holding her head while pointing at her brother Tan. You want to know what he threw at her head and ask:*

*Question: What did Tan throw?*

*Answer: Tan threw the ball/ The ball, he threw\**

<b>Top-u</b>	<b>at-ti</b>	<b>Tan</b>
<b>ball-ACC</b>	<b>throw-past</b>	<b>Tan</b>
<b>O</b>	<b>V</b>	<b>S</b>

**'Tan threw the ball'**

This example is similar to the third one, despite the fact that the interrogative pronoun asks for an object. Again, the interrogative pronoun is fronted and not in-situ. By occurring preverbal it occupies focus and the answer follows the same structure with the object positioned sentence initial and preverbal.

When a sentence contains two Nps, a direct object and an indirect object, the unmarked order is: subject, direct object, indirect object and verb. This is also shown in a below.

#### *a (S-DO-IO-V)*

---

Oğlunun basketbol maçına gidiyorsun. Top tam ondayken önünde ki izleyiciler ayağa kalkıyor. Topun nerde olduğunu göremeyip yanında ki kişiye soruyorsun:

Question: Tan topu kime attı?

Tan ball-ACC who-DAT threw

'To whom did Tan throw the ball?'

Answer: Tan topu Ege'ye attı.

Tan ball-ACC Ege-DAT threw.

'Tan threw the ball to Ege'

*You are watching the basketball game of your son. In the same moment he is catching the ball a group of people in front of you stand up and you are not able to see where the ball is now. You ask a person next to you:*

*Question: To whom did Tan throw the ball?*

*Answer: Tan threw the ball to Ege.*

**Tan top-u Ege-ye at-ti.  
Tan ball-ACC Ege-DAT throw-past**

**'Tan threw the ball to Ege'**

#### **b (S-IO-DO-V)**

---

*Çocukların beraber oynarken birden sesli bir gürültü duyuyor ve merak edip odalarına gidiyorsun. Tan gülerken, Ege kafasını tutuyor ve ona birşey attığını anlıyıp soruyorsun:*

*Question: Tan Ege'ye neyi attı?*

*Answer: Tan Ege'ye topu attı.*

*Your children are playing together. Suddenly, you hear a loud noise and you go to their room to look after them. You found Tan laughing, but Ege is holding his head and you assume that Tan must have thrown something and ask:*

*Question: What did Tan throw at Ege?*

*Answer: Tan threw the ball at Ege.*

**Tan Ege -ye top-u at-ti.  
Tan Ege -DAT ball-ACC throw-past**

**'Tan threw the ball to Ege'**

### c (DO-S-IO-V)

---

Oğlunun basketbol maçına gidiyorsun. Top tam ondayken önünde ki izleyiciler ayağa kalkıyor. Topun nerde olduğunu göremeyip yanında ki kişiye soruyorsun:

Question: Topu Tan kime attı?

Answer: Topu Tan Ege'ye attı.

*You are watching the basketball game of your son. In the same moment he is catching the ball a group of people in front of you stand up and you are not able to see where the ball is now. You ask a person next to you:*

Question: To whom did Tan throw the ball?

Answer: Tan threw the ball to Ege.

**Top-u Tan Ege -ye at-ti.**  
**Ball-Acc Tan Ege -DAT throw-past**

**'Tan threw the ball to Ege'**

### d (DO-IO-S-V)

---

Bir basketbol maçına gidiyorsun. Maç hızlanırken önünde ki izleyiciler ayağa kalkıyor. Birden 5 numaralı oyuncu topa sahip oluyor ve topun(ball) ona kimin attığını göremeyip yanında ki kişiye soruyorsun:

Question: Topu 5 numeraya kim attı?

Answer: Topu 5 numeraya Tan attı.

*You are watching a basketball game. During the most exciting part a group of people in front of you stand up and you are not able to follow how the player with numbr 5 got the ball. You ask a person next to you:*

Question: Who did throw the ball to number 5?

Answer: Tan threw the ball to number 5.

**Top-u 5 numera-lı-ya Tan at-ti.**  
**Ball-ACC 5 number-from-DAT Tan throw-past**

**'Tan threw the ball to Ege'**

### **e (IO-S-DO-V)**

---

Çocukların beraber oynarken birden sesli bir gürültü duyuyor ve merak edip odalarına gidiyorsun. Tan gülerken, Ege kafasını ve Esra karnını tutuyor. Onlara birşey attığını anlıyıp ilk Ege'den içeri soruyorsun:

Question: Ege'ye Tan ne attı?  
Answer: Ege'ye Tan top at-ti.

*Your children are playing together. Suddenly, you hear a loud noise and you go to their room to look after them. You found Tan laughing, but Ege is holding his head and Esra is holding her belly. You assume that Tan must have thrown something and ask first for Ege:*

Question: What did Tan throw at Ege?  
Answer: Tan threw the ball at Ege.

**Ege -ye Tan top at-ti.**  
**Ege -DAT Tan ball throw-past**

**'Tan threw the ball to Ege'**

### **f (IO-DO-S-V)**

---

Bir basketbol maçına gidiyorsun. Maç hızlanırken önünde ki izleyiciler ayağa kalkıyor. Birden basketbolcu Ege topa sahip oluyor ve topun ona(him) kimin attığını göremeyip yanında ki kişiye soruyorsun:

Question: Ege'ye topu kim attı?  
Answer: Ege'ye topu Tan attı.

*You are watching a basketball game. During the most exciting part a group of people in front of you stand up and you are not able to follow how player Ege got the ball. You ask a person next to you:*

*Question: Who did throw the ball to Ege?*

*Answer: Tan threw the ball to Ege.*

**Ege -ye top-u Tan at-ti.  
Ege -DAT ball-ACC Tan throw-past**

**'Tan threw the ball to Ege'**

The sentences b-f have a marked order. The word order is discourse dependent. These sentences have a pragmatic function and every of them puts/uses focus differently by word order. I will elaborate on that in more detail in the following chapter II.5.2.

## **II.5.2 Basic Interrogatives in Turkish**

As we could observe in the preceding chapter in **example one, sentence a**, the unmarked order of a sentence shows that the subject is positioned sentence-initially in Turkish. The word preceding the verb is the one being stressed. Sentences (1), (2) and (3) have the same structure to point out the word order. Again, we have the subject occurring sentence-initially. The interrogatives obtain the preverbal focus position as being the most informative part in the sentence, since they ask for the answer as required information. Thus, in Turkish, interrogatives occur in-situ. Besides, they are marked with a case which indicates that the answer cannot be an indefinite NP. There is a way to use interrogative sentence initial. By leaving out the case, the interrogative can be fronted. This would lead to a marked word order which does not have the stress preverbal but rather on the fronted interrogative as can be seen in (4) (5) and (6).

(1) Tan *ne-yi* at-tı?  
Tan what-ACC throw-past

'What did Tan throw?'

Tan top-u<sub>F</sub> at-tı.  
Tan ball-ACC throw-past

'Tan threw the ball<sub>F</sub>'

(2) Ela *kim-e* kızdı?  
Ela who-DAT snub-past

'Whom did Ela snub?'

Ela Efe-ye<sub>F</sub> kızdı.  
Ela Efe-DAT snub-past

'Ela snubbed Efe<sub>F</sub>'

(3) Azra *kim-i* kızdır-dı?  
Azra who-ACC annoy-past

'Who did Azra annoy?'

Azra Serina-yı<sub>F</sub> kızdır-dı .  
Azra Serina-Acc annoy-past

'Azra annoyed Serina'

When a sentence consists of two objects, a direct and an indirect one, the natural unmarked word order is: subject- direct object- indirect object-verb. The focus position remains the one preceding the verb. The subject or object which is the closest to the verb is always stressed. 1' 2' and 3' are ex for such constructions.

(1') Tan top-u *kim-e* at-tı?  
Tan ball-ACC who-DAT throw-past

'To whom did Tan throw the ball?'

Tan top-u Ege -ye<sub>F</sub> at-tı.  
Tan ball-ACC Ege -DAT throw-past

'Tan threw the ball to Ege<sub>F</sub>'

- (2') Ela kiraz-lar-ı *ne zaman* ye-di?  
Ela cherry-PI-ACC what time eat-past

'When did Ela eat the cherries?'

- Ela kiraz-lar-ı dün<sub>F</sub> ye-di.  
Ela cherry-PI-ACC yesterday eat-past

'Ela ate the cherries yesterday<sub>F</sub>'

- (3') Azra çiçek-ler-i *ne-yle* sula-dı?  
Azra flower-PI-Acc what with pour-past

'With what did Azra pour the flowers?'

- Azra çiçek-ler-i kova-y-la<sub>F</sub> sula-dı.  
Azra flower-PI-Acc bucket witch pour-past

'Azra poured the flowers with the bucket<sub>F</sub>'

Under normal intonation (1<sup>st</sup>) (2<sup>nd</sup>) and (3<sup>rd</sup>) present the natural word-order and focus position in Turkish.

- Top-u **kim** at-ti?  
Ball-ACC who throw-past

'Who threw the ball?'

**Top-u Tan at-ti.**

**Ball-acc Tan throw-past**

This example shows us the position of the interrogative pronoun 'ne' (what) in an unmarked sentence. Although the subject is occurring sentence initially in Turkish, the natural position for an interrogative pronoun is not sentence initial but just before the verb when we ask for a definite NP which is marked by its case. By being positioned just before the verb the question word occupies the focus position. The focus position is the most informative position since WH-questions ask for something or someone unknown.



### **Indefinite/ Non-referential NP by deletion of accusative**

By asking a question without marking the NP with the accusative, the wh-phrase, which usually is in-situ, undergoes movement to SpecCP, hence is fronted. Therefore, it is not the NP just before the verb that gains stress, but the interrogative at the beginning of the sentence. (1), (2) and (3) are examples for 'general' questions without a case marker on the NP. The focus position which was known to be preverbal does not hold here anymore, since the interrogative - the most informative constituent in the sentence- is stressed.

- |  |  |
|--|--|
| (1) Q: Kim <sub>F</sub> top at-ti?<br>Who ball throw-past<br>'Who threw a ball?'                   | A: Tan top atti.<br>Tan ball threw<br>'Tan threw a ball.'                          |
| (2) Q: Kime <sub>F</sub> hediye aldın?<br>Who-Dat. present bought<br>'Whom did you buy a present?' | A: Bahar'a hediye aldım<br>Bahar-Dat present bought<br>'I bought Bahar a present.' |
| (3) Q: Hangi <sub>F</sub> araba güzel?<br>Which car nice<br>'Which car is nice?'                   | A: Bu araba güzel.<br>this car nice<br>'This car is nice.'                         |

### **II.5.3 Intervention Effects**

Beck (1997) states that Turkish has intervention effects:

The example for that is given below (Beck 1996 in Beck 2006):

a. \*Kimse kimi görmedi?

'Anyone who-acc see-Neg-Past?' (Beck 2006, 6)

b. Kimi kimse görmedi?

Who-Acc anyone see-Neg-Past

'Whom did nobody see?'

(Beck 2006, 6)

\*[Q<sub>i</sub>...[~C...[wh<sub>i</sub>...]]]

In this example, we find the combination of the Q - and ~ operator which causes an intervention effect. The intervener is immediately preceding the wh-phrase, hence making the sentence uninterpretable and ungrammatical. The NPI *kimse* (anyone) is the only example given for intervention effect in Turkish.

### **Research Question #2 for Turkish:**

The conclusion of the information in the background part about intervention effects in German and English leads to the following research question for Turkish, which might have a similar behavior when it comes to echo-wh-questions containing a focus-sensitive particle:

Do we observe intervention effects in ordinary and echo questions in Turkish with other focus-sensitive particles, especially with the adverb *only*?

### **III. Methodology and Research Question**

The study is constructed to compare German and Turkish in their behavior when it comes to echo-wh-questions containing a focus-sensitive particle. The data for English and German was given by Beck (2006, 2014, 2015) Reis (2010, 2015) and Rooth (1985, 1992); roughly intervention effects do not occur in echo-questions. For Turkish, the NPI *kimse* (anyone) was tested by Beck (1996) with the outcome that Turkish has intervention effects in basic-wh-questions. The following question is if Turkish does have intervention effects in echo-wh-questions with a focus-sensitive particle being added to the sentence. Therefore, a quantitative study with a larger number of native speakers, namely 30 for each language, was conducted. The method is simple, since questionnaires were answered offline. It was asked to rate the acceptability of a question in a certain context. The contexts were created with

the intention to direct the reader into the specific structure of the coherent question.

### **III.1 The Study on German**

#### **III.1.1 Methodology**

**Participants.** In order to avoid influences of other languages, I conducted a study with a total of 30 participants, all of them native speakers of German. All participants are students of University of Tübingen.

**Items and Questionnaire Design.** I constructed 50 items and used 25 of them for the main part of my work, 25 items are used as filler to mask the purpose of the questionnaire. These items vary from completely/fully acceptable to completely/fully unacceptable. Besides, they are categorized into (i) Condition #1: Question with echo- meaning (ii) Condition #2: Question with ordinary interrogative meaning (iii) Condition #3: Question with a focus particle and an echo-meaning (iv) Condition #4: Question with a focus particle and ordinary interrogative meaning. The filler items contain (a) superlative with focus (b) the use of 'both' (c) the use of 'which' (d) questions with ordinary interrogative meaning. In each category of the filler items there are correct and incorrect contexts to make sure/to test that the participant is reading carefully. All 50 items were randomized in order. No category/ condition appeared more than two times in a row. Both the Turkish and the German survey have the same order of items and contain the same contexts and questions.

In the following, I will list the items for each category.

#### **Main Items**

Condition #1	Condition #2	Condition #3	Condition #4
Echo-wh-Q	Q-w/ ordinary interrogative meaning	Echo-wh-Q w/ focus particle	Q-w/ ordinary interrogative meaning and focus particle

(i) Condition #1: Question with echo- meaning

Es ist Sonntagabend und deine Freunde kommen zu dir, um mit dir *Tatort* anzuschauen. Genau dann, als die Linse auf den mutmaßlichen Dieb gerichtet ist, bittet deine Mutter dich um Hilfe in der Küche. Als dir deine Freunde laut zurufen, was der Dieb geklaut hat, geht der Wasserkocher an. Du eilst sofort wieder ins Wohnzimmer, da du nichts verstanden hast und informierst dich umgehend:

„Der Dieb hat **was** geklaut?“

The thief has what stolen?

‘The thief has stolen WHAT?’

(ii) Condition #2: Question with ordinary interrogative meaning

Deine Chefin hat bereits ihren Dokortitel und ist dabei zu habilitieren. Um diesen Erfolg zu feiern, planst du mit deinen Kollegen eine schöne Gartenparty und stellst diverse Gerichte zusammen. Da jeder unterschiedliche Stärken beim Kochen und Backen hat, fragst du frei in die Runde:

„**Wer** backt einen Kuchen?“

Who bakes a-ACC cake?

‘Who is baking a cake?’

(iii) Condition #3: Question with a focus particle and an echo-meaning

Es ist Montagmittag und du triffst dich mit deinen Freunden zum Mittagessen. Dabei tauscht ihr aus, was ihr am Wochenende erlebt habt. Sandra erzählt aufgebracht von der Hochzeit ihrer Schwester, auf der sich alle Gäste dazu entschieden hatten, kein weißes Kleid anzuziehen außer Katharina, die Schwester vom Bräutigam. Du fragst verwundert nach:

„**Nur** Katharina hat **was** angezogen?“

‘Only Katharina has what wearing?’

'Only Katharina wore what?'

(iv) Condition #4: Question with a focus particle and ordinary interrogative meaning

Deine Austauschpartnerin, Blake, ist aus den USA eingetroffen, ihr Koffer jedoch noch nicht. Deine Schwester Serina leiht ihr ihre Kleidungsstücke aus, weil du ihr nichts ausleihen kannst, da sie einen Kopf größer ist als du. Zudem leiht Serina ihr auch Sandalen aus, die ihr sonst niemand aus der Familie leihen kann, da sie Blake zu klein wären.

„**Wem** hat nur Serina **was** geliehen?“

Whom has only Serina what lend

'Whom did only Serina lend what?'

\*[Q<sub>i</sub>...[~C...[wh<sub>i</sub>...]]]

Condition 4 presents the intervention effect configuration. The wh-phrase in situ is c-commanded by *only*, the intervener, which introduces the ~ operator. The ~ evaluates all alternatives triggered by *was* (what), hence the sentence gets ungrammatical through the ~ intervening between operator Q and the wh-expression.

### Filler items

---

A	B	C	D
superlative	the use of 'both'	the use of 'which'	Q w/ ordinary interrogative meaning

In sum, there are 25 filler items. (A) contains three coherent, three incoherent items, (B) contains three coherent, three incoherent items, (C) contains three coherent, three incoherent items and (D) contains 7 coherent items.

(A) superlative: the items in this category are coherent when there are two different objects which can be compared by their maximal height, length, width etc.. The incoherent items have identical objects which cannot be compared by their maxims.

(B) ordinary interrogatives with presupposition trigger *both*: the coherent items are the ones fulfilling the presupposition that there has to be at least one object being talked about; the incoherent items do not fulfill the presupposition triggered by *both*.

(C) ordinary interrogatives with *which*; feature restriction of question words (singular/ plural) : the coherent items met the plurality of the questioned objects in the sentence, whereas incoherent items have a singular occurrence which leads to unacceptability because there is no other object to refer to with the question word *which*.

(D) ordinary interrogative questions with questions for *human* and *thing* contain only coherent items. The questions do relate in a proper way to their contexts.

### **(a) superlative**

#### **Coherent**

Dein Nachbar scheint sich ständig mit dir zu messen. Nicht nur was die Pflege und die Dekoration des Gartens anbelangt scheint ihn zu interessieren, sondern auch welches Auto du fährst. Nachdem du von einem 2-Sitzer zu einem Familienkombi gewechselt hast, fährt dein Nachbar ebenso mit einem Kombi vor die Tür, steigt aus und fragt:

„**Welcher** Kombi hat den stärksten Motor?“

Which car has the strongest engine

‘Which car has the strongest engine?’

#### **Incoherent**

Der neue Bestseller „Fifty Shades of Grey“ hat es nun wirklich in ziemlich alle

Regale geschafft. Du hast nur das erste Band gelesen und auch deine Freundin hat nur das erste gelesen. Sie erkundigt sich bei dir:

„Wer von uns hat das **längste** Buch gelesen?“

Who of us has the longest book read

‘Who of us has read the longest book?’>

### (b) use of ‘both’

#### Coherent

Da deine Nachbarn in den Urlaub gehen, pflegt deine Schwester ihre zwei Katzen. Die erste Woche macht sie das noch regelmäßig, während sie in der zweiten Woche durch den Arbeitsstress etwas vergesslicher wird. Daher fragst du sie täglich:

„Hast du **beide** Katzen schon gefüttert?“

Have you both cats already fed

‘Have you already fed both cats?’

#### Incoherent

Du bist auf einen Geburtstag eingeladen, bei dem nur Spaghetti Bolognese als Gericht angeboten wird. Nachdem du eine Portion davon gegessen hast, willst du dich wieder auf den Heimweg begeben, als du einen Gast triffst, der gerade auf dem Weg zum Geburtstag ist. Er fragt dich:

„Welches der **beiden** Gerichte hast du gegessen?“

Which of both dishes have you eaten

‘Which of both dishes have you eaten?’

### (c) use of ‘which’

#### Coherent

Zum goldenen Hochzeitstag deiner Großeltern wird ein großes Fest

organisiert. Du hast dir einen Anzug schneidern lassen und dir dazu zwei bunte Krawatten besorgt, um dein Outfit aufzupeppen. Doof nur, dass du dich einfach nicht entscheiden kannst. Als dein Vater ins Bad kommt fragst du ihn:

„**Welche** Krawatte soll ich heute tragen?“

Which tie shall I today wear

‘Which tie should I wear today?’

### **Incoherent**

Nach einem erfolgreichen Einkaufstag im KaDeWe, kommst du mit zahlreichen Kleidungsstücken nach Hause. Neben einer Hose, hast du zwei Röcke und drei Schals gefunden. Als du die neu ergatteteren Stücke deinem Freund vorführst, fragst du ihn:

„**Welche** Hose findest du schöner?“

Which trouser find you nicer

‘Which trouser do you think is nicer?’

### **(d) Question with ordinary interrogative meaning**

Es steht ihr im Gesicht geschrieben - deine beste Freundin hat Liebeskummer. Noch bevor das Seminar endet, bricht sie in Tränen aus und es mischt sich der ganze Kurs ein:

„**Wen** hat sie denn geliebt?“

Who-ACC has she part. loved

‘Whom has she loved?’

**Procedure and Instructions.** The study is about acceptability rating. Unlike in traditional questionnaires, participants in this study, were asked to rate the acceptability of questions, rather than statements. The questionnaire was distributed to 30 participants, who were monolingual and German native speakers, in printed out version. I presented shortly the instructions and the brief explanation in (A) below.



Bitte nehmen Sie sich etwas Zeit, um die Sätze zu lesen und sie anschließend auf einer Skala von 1 (vollkommen akzeptabel) bis 4 (vollkommen unakzeptabel) zu bewerten.

*Please take your time to read through the sentences and evaluate them from 1- completely acceptable to 4- completely unacceptable.*

The participants were presented with three questions per page. There was no time limit and no break ordered or suggested during evaluation. The acceptability judgment was provided on the labeled scale above.

### **III.1.2 Predictions**

The predictions resulting from Beck (1996, 2006, 2014, 2015), Reis (2015) and Rooth (1985, 1992) are that condition #1: *Question with echo- meaning* and condition #2: *Question with ordinary interrogative meaning* would be rated well, since these conditions are the ones without a focus-sensitive adverb, hence with usual simple sentence structures. I assumed Condition #3: *Question with a focus particle and an echo-meaning* to be rated a little bit lower than the first two conditions due to the fact that this condition is more complex with having a focus-sensitive adverb and an echo-wh-question, but the ratings were expected to be still in the acceptable part of the scale. As crucially, the semantic analysis of echo questions presented in section II.4 does not predict an intervention effect. Condition #4: *Question with a focus particle and ordinary interrogative meaning* was assumed to be rated as unacceptable, since we have a combination of the Q operator and the ~ operator forming an intervention effect in this condition.

## **III.2 The Study on Turkish**

### **III.2.1 Methodology**

**Participants.** In order to avoid influences of other languages, I conducted a study with a total of 30 participants, all of them native speakers of Turkish. All

participants graduated from university in Turkey. The study was conducted both in Germany and in the city of Ankara in Turkey.

**Items and Questionnaire Design.** As in German, I constructed 50 items and used 25 of them for the main part of my work, 25 items are used as filler to mask the purpose of the questionnaire. These items vary from completely acceptable to completely unacceptable. Besides, they are categorized into (i) Condition #1: Question with echo- meaning (ii) Condition #2: Question with ordinary interrogative meaning (iii) Condition #3: Question with a focus particle and echo-meaning (iv) Condition #4: Question with a focus particle and ordinary interrogative meaning. The filler items contain (a) superlative with focus (b) the use of 'both' (c) the use of 'which' (d) questions with ordinary interrogative meaning. In each category of the filler items there are correct and incorrect contexts to make sure/ to test that the participant is reading carefully. All 50 items were randomized in order. No category/ condition appeared more than two times in a row. Both the Turkish and the German survey have the same order of items and contain the same contexts and questions.

In the following, I will list the items for each category which are the same examples as the ones I chose for the German Methodology part. However, I will give the translation for every item right after the Turkish example.

### Main Items

Condition #1	Condition #2	Condition #3	Condition #4
Echo-wh-Q	Q-w/ ordinary interrogative meaning	Echo-wh-Q w/ focus particle	Q-w/ ordinary interrogative meaning and focus particle

For Turkish, I used the focus-sensitive particles *sadece* and *yalnız* for the English *only*. *Sadece* and *yalnız* work the same way like *only* does.

(i) Condition #1: Question with echo- meaning

Pazar akşamı arkadaşların ziyarete geliyor ve dizi izlemeye başlıyorsunuz. En ilginç anında Annen seni mutfağa yardıma çağırıyor. Odana geri döndüğünde dizideki hırsızın ne yaptığını merak edip:

„Hırsız **neyi** çaldı?“ diye soruyorsun.

Thief what-acc stolen like ask-2-Sg

‘The thief has stolen what?’

Es ist Sonntagabend und deine Freunde kommen zu dir, um mit dir *Tatort* anzuschauen. Genau dann, als die Linse auf den mutmaßlichen Dieb gerichtet ist, bittet deine Mutter dich um Hilfe in der Küche. Obwohl du dich beeilst, verpasst du die spannende Szene. Du informierst dich umgehend:

„Der Dieb hat **was** geklaut?“

(ii) Condition #2: Question with ordinary interrogative meaning

Patronun çok azimli biri ve doktorasını bitirmek üzere. Bunu kutlamak için küçük bir parti hazırlamaya karar veriyorsun ve iş arkadaşlarından pastayı kimin en iyi yaptığını bilemediğin için arkadaşlarına:

“**Kim** pasta yapacak?” diye soruyorsun.

Who cake make-fut like ask-2-Sg

‘Who is baking a cake?’

Deine Chefin hat bereits ihren Dokortitel und ist dabei zu habilitieren. Um diesen Erfolg zu feiern, planst du mit deinen Kollegen eine schöne Gartenparty und stellst diverse Gerichte zusammen. Da jeder unterschiedliche Stärken beim Kochen und Backen hat, fragst du frei in die Runde:

„**Wer** backt einen Kuchen?“

(iii) Condition 3: Question with a focus particle and echo-meaning

Pazartesi öğlen arkadaşlarınla yemek yemeğe gidiyorsun ve hafta sonundan konu açılıyor. Filiz sinirli bir ifadeyle ablasının düğününden bahsediyor. Davetlilerin hepsi koyu renk tercih etmişken, gelinin görünüşü düğüne bembeyaz elbiseyle gelmiş. Buna inanamıyorsun ve tekrar:

“**Yalnız** görünüşü mi **ne** giyinmiş?” diye soruyorsun.  
Only sister-in-law question what wearing? like ask-2-Sg  
enclitic

‘Only her sister-in-law wore what?’

Es ist Montagmittag und du triffst dich mit deinen Freunden zum Mittagessen. Dabei tauscht ihr aus, was ihr am Wochenende erlebt habt. Sandra erzählt aufgebracht von der Hochzeit ihrer Schwester, auf der sich alle Gäste dazu entschieden hatten, kein weißes Kleid anzuziehen außer Katharina, die Schwester vom Bräutigam. Du fragst verwundert nach:

„**Nur** Katharina hat **was** angezogen?“

(iv) Condition 4: Question with a focus particle and ordinary interrogative meaning

Amerika'dan arkadaşın ziyarete geldi. Maalesef hava limanında bavulları gecikti ve sizden kıyafet alma gereği duydu. Kız kardeşin Serina misafirinize kendi dolabından hem günlük kıyafet, hem de gecelik hazırladı. Ayrıca ayakkabılarını da verdi.

„Kardeşlerden **yalnız** Serina kime **ne** ödünç ver-di?“  
Sibling-ABL only Serina whom what lend gave

‘Whom did only Serina lend what?’

Deine Austauschpartnerin, Blake, ist aus den USA eingetroffen, ihr Koffer jedoch noch nicht. Deine Schwester Serina leiht ihr ihre Kleidungsstücke aus, weil du ihr nichts ausleihen kannst, da sie einen Kopf größer ist als du. Zudem

leiht Serina ihr auch Sandalen aus, die ihr sonst niemand aus der Familie leihen kann, da sie Blake zu klein wären.

„Wem hat nur Serina was geliehen?“

## Filler items

---

A	B	C	D
superlative w/ focus	the use of 'both'	the use of 'which'	Q w/ ordinary interrogative meaning

In sum, there are 25 filler items. (A) contains three coherent, three incoherent items, (B) contains three coherent, three incoherent items, (C) contains three coherent, three incoherent items and (D) contains 7 coherent items.

(A) superlative: the items in this category are coherent when there are two different object which can be compared by their maximal height, length, width etc.. The incoherent items have identical objects which cannot be compared by their maxims.

(B) ordinary interrogatives with presupposition trigger *both*: the coherent items are the ones fulfilling the presupposition that there has to be at least one object being talked about; the incoherent items do not fulfill the presupposition triggered by *both*.

(C) ordinary interrogatives with *which*; feature restriction of question words (singular/ plural) : the coherent items met the plurality of the questioned objects in the sentence, whereas incoherent items have a singular occurrence which leads to unacceptability because there is no other object to refer to with the question word *which*.

(D) ordinary interrogative questions with questions for *human* and *thing* contain only coherent items. The questions do relate in a proper way to their contexts.

## (a) superlative w/ focus

### Coherent

Komşun seni sürekli rakip olarak görüyor. Ne zaman sende bir değişiklik görse kendisi de heveslenip seni geçmeye çalışıyor. Yeni bir araba satın aldıktan sonra evin önüne park ediyorsun. Ertesi gün komşun yeni bir arabayla senin yanında durup:

“En güçlü motor **hangi** arabada?” diye soruyor.

Most strong engine which car-LOC

‘Which car has the strongest engine?’

Dein Nachbar scheint sich ständig mit dir zu messen. Nicht nur was die Pflege und die Dekoration des Gartens anbelangt scheint ihn zu interessieren, sondern auch welches Auto du fährst. Nachdem du von einem 2-Sitzer zu einem Familienkombi gewechselt hast, fährt dein Nachbar ebenso mit einem Kombi vor die Tür, steigt aus und fragt:

„**Welcher** Kombi hat den stärksten Motor?“

### Incoherent:

Harry Potter’in birinci serisini ev arkadaşınla sen aynı anda okumaya başlıyorsunuz. Kitapları bitirdikten sonra arkadaşın sana

“En kalın kitabı **kim** okudu?” diye bilgileniyor.

Du beginnst das erste Band von Harry Potter zu lesen. Dein Mitbewohner ist auch an dem Buch interessiert und liest ebenfalls das erste Band. Nachdem ihr das Buch durchgelesen habt fragt er dich:

„**Wer** von uns hat das längste Buch gelesen?“

Who of us has the longest book read

‘Who of us has read the longest book?’

## (b) use of 'both'

### Coherent

Komşun tatile çıktığı için kız kardeşin iki kedisini besliyor. İlk haftada onlara düzgün baktıktan sonra ikinci haftada unutkan olmaya başlıyor. Kedileri hatırlatmak için her gün:

“Her **iki** kediye de yem verdin mi?” diye soruyorsun.

All both cat-DAT too feed gave q.enc like ask-2-Sg

‘Have you already fed both cats?’

Da deine Nachbarn in den Urlaub gehen, pflegt deine Schwester ihre zwei Katzen. Die erste Woche macht sie das noch regelmäßig, während sie in der zweiten Woche durch den Arbeitsstress etwas vergesslicher wird. Daher fragst du sie täglich:

„Hast du beide Katzen schon gefüttert?“

### Incoherent

Menüde sırf Spagetti olan bir doğum gününe davetlisin. Bir porsiyon yedikten sonra eve dönmeye hazırlanıyorsun ve aynı doğum gününe giden bir konuğa yolda rastlıyorsun. Ayrılmadan önce sana

“Menüdeki **iki** çeşit yemekten **hangisini** yedin?” diye soruyor.

Menu-LOC-KI two kinds food-ABL which-POSS-ACC ate like ask-2-P-Sg

‘Which of both dishes have you eaten?’

Du bist auf einen Geburtstag eingeladen, bei dem nur Spaghetti Bolognese als Gericht angeboten wird. Nachdem du eine Portion davon gegessen hast, willst du dich wieder auf den Heimweg begeben, als du einen Gast triffst, der gerade auf dem Weg zum Geburtstag ist. Er fragt dich:

„**Welches** der beiden Gerichte hast du gegessen?“

### (c) use of 'which'

#### Coherent

Dedenin evlilik yıl dönümüne büyük bir eğlence organize ediliyor. Kendine bir takım elbise diktirdikten sonra giyimine tarz katmak için farklı renkli iki kravat alıyorsun. Karar veremediğin için, babanı görünce:

“Bugün **hangi** kravatı takınayım?” diye soruyorsun.

Today which tie-ACC wear like ask-2-P-Sg

‘Which tie should I wear today?’

Zum Hochzeitstag deines Opas wird ein großes Fest organisiert. Du hast dir einen Anzug schneidern lassen und dir dazu zwei bunte Krawatten besorgt, um dein Outfit aufzupeppen. Doof nur, dass du dich einfach nicht entscheiden kannst. Als dein Vater ins Bad kommt fragst du ihn:

„**Welche** Krawatte soll ich heute tragen?“

#### Incoherent

Alışveriş merkezinde başarılı bir alışverişten sonra eve dolu çantalarla dönüyorsun. Bir pantolonun yanında iki etek ve üç şal aldın. Sevgiline yeni parçaları gösterirken:

“**Hangi** pantolon daha güzel?”, diye soruyorsun

Which trouser more nice

‘Which trouser is nicer?’

Nach einem erfolgreichen Einkaufstag im KaDeWe, kommst du mit zahlreichen Kleidungsstücken nach Hause. Neben einer Hose, hast du zwei Röcke und drei Schals gefunden. Als du die neu ergatteten Stücke deinem Freund vorführst, fragst du ihn:

„**Welche** Hose ist schöner?“



**(d) question with ordinary interrogative meaning**

En yakın arkadaşının yüz ifadesinden belli, ask acısı çekiyor. Daha seminer bitmeden önce ağlamaya başlıyor ve bütün kurs karışıyor:

“**Kimi** sevdi ki?”  
Who-ACC loved Part.

‘Whom did she love?’

Es steht ihr im Gesicht geschrieben - deine beste Freundin hat Liebeskummer. Noch bevor das Seminar endet, bricht sie in Tränen aus und es mischt sich der ganze Kurs ein:

„**Wen** hat sie denn geliebt?“

**Procedure and Instructions.** The study is about acceptability rating. Unlike in traditional questionnaires, participants in this study, were asked to rate the acceptability of questions, rather than statements. The questionnaire was distributed to 30 participants, who were monolingual and Turkish native speakers, in printed out version. I presented shortly the instructions and the brief explanation in (A) below.

Soru kâğıdını lütfen tarafsız okuyup değerlendiriniz. Bağlamı okuduktan sonra ona ait olan sorulara geçiniz. Soruların kurulumunu ve doğruluğunu/ doğallığını değerlendiriniz. Bunun için her sorunun sonunda lütfen bir şifre seçip ekleyiniz:

- 1 - çok doğru/doğal
- 2 - doğru/doğal
- 3 - pek doğru/doğal değil
- 4 - hiç doğru/doğal değil

*Please take your time to read through the sentences and evaluate them from 1- completely acceptable to 4- completely unacceptable.*

The participants were presented with three questions per page. There was no time limit and no break ordered or suggested during evaluation. The acceptability judgment was provided on the labeled scale above.

### III.2.2 Predictions

The predictions resulting from Beck (1996, 2006, 2014, 2015), Reis (2015) and Rooth (1985, 1992) is based on the analysis for English. The information gathered from these papers was used to form further predictions for Turkish which are pretty similar to the ones like for the German data. The first prediction is that the semantics for focus-sensitive particles and questions are similar in English and in Turkish. The second prediction is that Turkish, too, has intervention effects. Regarding the conditions, based on papers mentioned above, I assumed that condition #1: *Question with echo-meaning* and condition #2: *Question with ordinary interrogative meaning* would be rated well, since these conditions are the ones without a focus-sensitive adverb, hence with usual simple sentence structures. I assumed Condition #3: *Question with a focus particle and an echo-meaning* to be rated a little bit lower than the first two conditions due to the fact that this condition is more complex with having a focus-sensitive adverb and an echo-wh-question, but the ratings were expected to be still in the acceptable part of the scale. Condition #4: *Question with a focus particle and ordinary interrogative meaning* was assumed to be rated as unacceptable, since we have a combination of the Q operator and the ~ operator forming an intervention effect in this condition.

## IV. Results

In the following section I will present the results of my survey. First, I will evaluate the statistics for the German survey. After that, I will evaluate the results for Turkish. To underline the similarities and differences of German and Turkish, I will add another diagramm with a direct comparison.

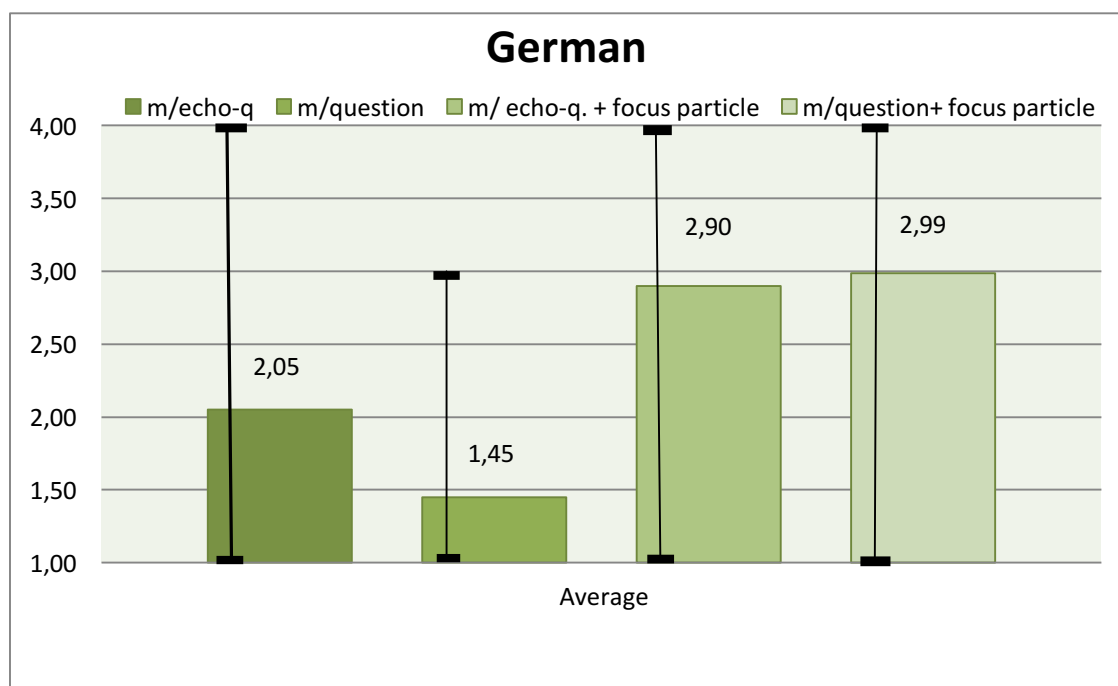
## IV.1 Results for German

The scale of rating is as shown in the following:

vollkommen akzeptabel	akzeptabel	unakzeptabel	vollkommen unakzeptabel
1	2	3	4

(1-completely acceptable, 2-acceptable, 3-unacceptable, 4-completely unacceptable)

As a result, the higher the rating, the more unacceptable a sentence. The cut off point for acceptability is 2,5.



The diagramm presents the four conditions I worked with to get results to my research question. The black bars present the deviation of the ratings for the specific condition.

- (I) condition #1: Question with echo- meaning
- (II) condition #2: Question with ordinary interrogative meaning
- (III) condition #3: Question with a focus particle and echo-meaning
- (IV) condition #4: Question with a focus particle and ordinary interrogative meaning

The “m” at the beginning of the condition descriptions in the diagram stands for “main”, since these conditions are the main essential ones asked for the thesis.

At first glance, we can observe the difference between the first two conditions and the last two. By putting them into an order, we get the following listing of the acceptability of the sentences:

1. condition #2: Question with ordinary interrogative meaning
2. condition #1: Question with echo- meaning
3. condition #3: Question with a focus particle and echo-meaning
4. condition #4: Question with a focus particle and ordinary interrogative meaning

Echo-questions with focus are rated significantly worse than simple echo-questions, ordinary interrogative questions are significantly better than echo-questions are ( $p < 0.02$ ), ordinary interrogative questions are also significantly better than echo-questions with focus. Besides, ordinary interrogative questions are significantly rated worse than echo-questions. It is quite remarkable, that the statistics showed there is no difference between echo-questions with focus and ordinary interrogative questions with focus. The ordinary interrogative question is significantly rated worse than the simple ordinary interrogative question without focus.

## ***IV.2 Results for Turkish***

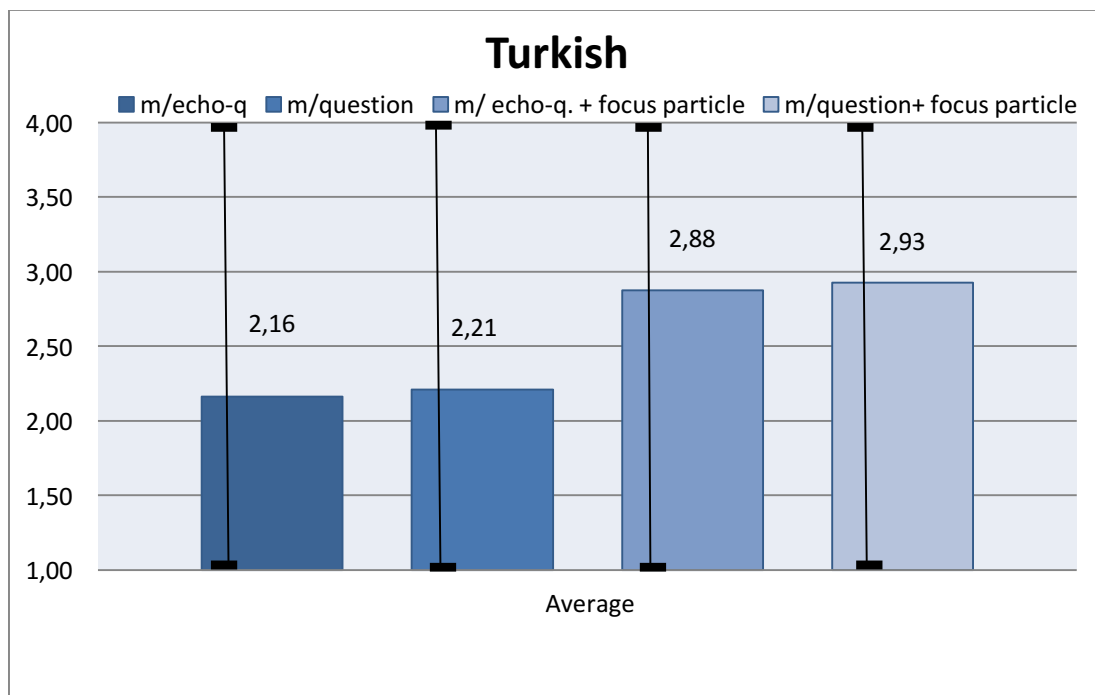
After analyzing the results for Turkish, as in German above, there is a direct comparison of both languages.

The scale of rating is as shown in the following:

volkommen akzeptabel	akzeptabel	unakzeptabel	volkommen unakzeptabel
1	2	3	4

(1-completely acceptable, 2-acceptable, 3-unacceptable, 4-completely unacceptable)

As a result, the higher the rating, the more unacceptable a sentence. The cut off point for acceptability is 2,5.



The diagram presents the four conditions I worked with to get results to my research question. The black bars present the deviation of the ratings for the specific condition.

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The “m” at the beginning of the condition descriptions in the diagram stands for “main”, since these conditions are the main essential ones asked for the

thesis.

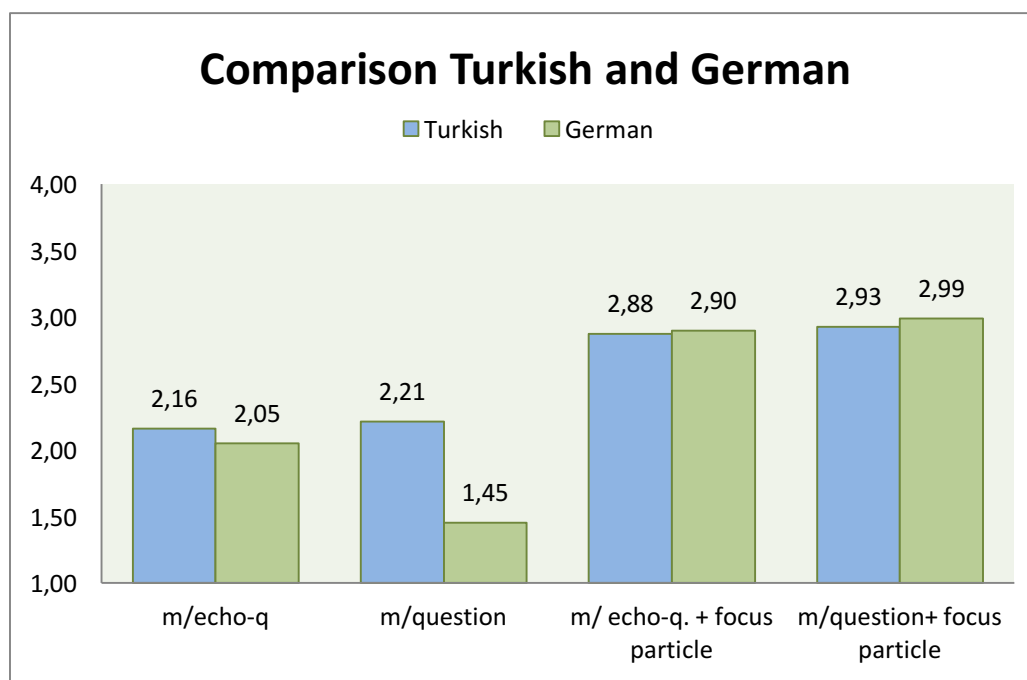
At first glance, like already observed for German, we can see a difference between the first two conditions and the last two. By putting them into an order, we get the following listing of the acceptability of the sentences, which is similar to the German one, again:

1. condition #2: Question with ordinary interrogative meaning
2. condition #1: Question with echo- meaning
3. condition #3: Question with a focus particle and echo-meaning
4. condition #4: Question with a focus particle and ordinary interrogative meaning

The analysis shows that echo-questions with focus were rated significantly worse than simple echo-questions, echo-questions do not differ significantly from ordinary interrogative questions, echo questions with focus are rated significantly worse than ordinary interrogative questions. Furthermore, the acceptability of ordinary questions with focus is significantly worse than the one of echo-questions. Interestingly, echo-questions with focus are not rated differently than the ordinary interrogative questions with focus, whereas ordinary interrogative questions are rated worse than ordinary questions.

In the following, the direct comparison will underline similarities and differences in one diagram.

### IV.3 Comparison between Turkish and German



The only difference between Turkish and German is that there is no difference between echo-questions and ordinary interrogative questions (both without focus) in Turkish, however, in German, ordinary interrogative questions are rated better than echo-wh-questions.

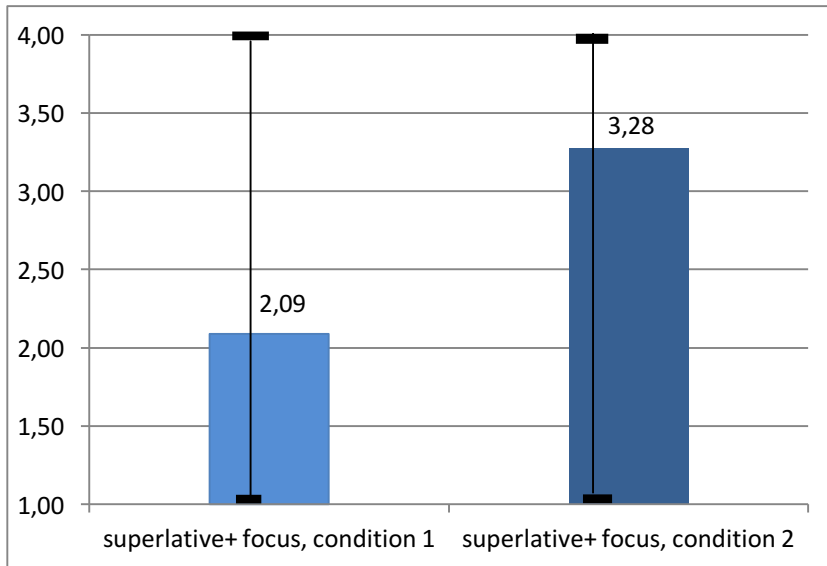
Whatever effect we see of the intervener by adding focus, it is:

- (i) definitely the same across the two languages
- (ii) the same across both question types

This interesting observation is interpreted after the listing of the data for the filler items to check how the acceptability rating worked in this case, below. The filler items are subdivided into four categories: (a) superlative with focus (coherent and incoherent), (b) ordinary interrogative question with the use of 'both' (coherent and incoherent), (c) ordinary interrogative question with the use of 'which' (coherent and incoherent) and (d) ordinary interrogative questions (only coherent). The diagrams (a), (b) and (c) have two conditions. Condition 1 consists of coherent sentences; condition 2 of incoherent

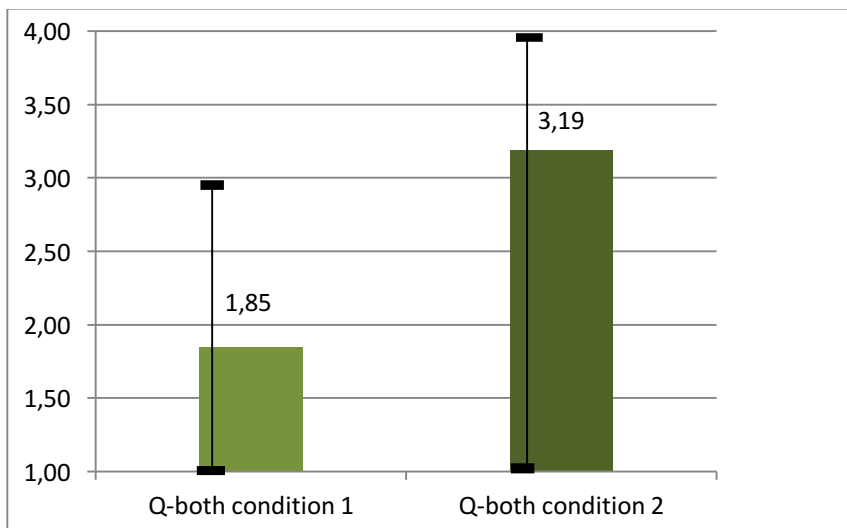
sentences. This data helps to interpret the ratings of the main part in a more precise way, since these examples contain sentences which are obviously incoherent regarding their context. I checked both languages regarding their rating in filler items and they did not differ from each other significantly. Therefore, I decided to choose one language, since both represent the same tendency, and used Turkish data.

(a) superlative with focus



It can be seen that condition 1 (coherent) is rated acceptable. In contrast, condition 2 (incoherent) is rated with 3 and worse. We observe that condition 1 has also been rated with 4 although it is rated as acceptable in the average, “. Condition 2 is rated unacceptable, but it also contains all ratings from 1 -4.

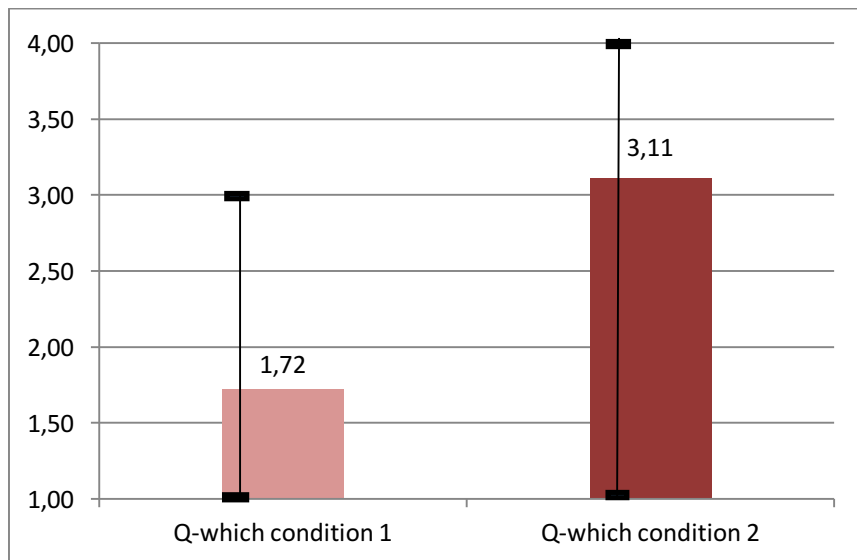
(b) Questions with the use of ‘both’





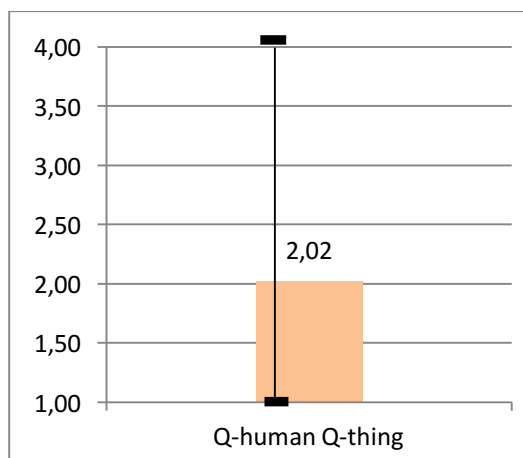
A significant difference can be also observed in category b, where condition 1 (coherent) is rated much better than condition 2 (incoherent) is. Condition 1 is rated from very acceptable to unacceptable with 1-3. Condition 2 contains all ratings from 1-4.

(c) Questions with the use of 'which'



This diagram is proves the careful reading of the participants by rating condition 1 (coherent) better than condition 2 (incoherent), again. Condition 1 deviates from 1-3, whereas condition 2 contains all ratings from 1-4.

(d) Ordinary interrogative question / human-thing



Category (d) does only consist of coherent sentences, which is mirrored in the rating. However, there is a deviation throughout the whole rating scale.

## V. Discussion

I will roughly repeat the procedure of this thesis, before I move on and discuss the results of the data. I created four conditions, each with five to eight items to research the acceptability of certain sentence constellations. Condition 1 is 'question with echo-meaning', condition 2: 'question with ordinary interrogative meaning', condition 3: 'question with a focus particle and echo-meaning' and condition 4: 'question with a focus particle and ordinary interrogative meaning'. Condition one and two were used to prove that these two conditions with their sentence configurations are acceptable. Condition three and four were used to test if a focus-sensitive particle influences a sentence and leads to ungrammaticality. In my case, I used the focus-sensitive adverb *only* to clarify under which circumstances it influences the grammaticality of a sentence in a negative way. This is how I created the main part of the work so far; the other half of the questionnaire was filled with 25 filler items, which were used to mask my purpose, hence do not influence the research question and the results in any way.

Following Beck, German has intervention effects in ordinary interrogative questions with a focus-sensitive particle. In a sentence like '\*Wen hat nur der Dirk wo gesehen?' (Beck 2006, 21), the Q-operator c-commands the  $\sim$  operator and the wh-phrase which leads to uninterpretability due to the fact that the  $\sim$  evaluates the alternatives triggered by the wh-phrase and therefore Q has no access to the alternatives anymore. There are no intervention effects in echo-wh-questions, i.e.: 'Das Pferd gehört deinem Vater und WEM?', since the Q operator is not clausal, but phrasal and within the wh-phrase (see section II.1.1.3), which saves the sentence from being ungrammatical. Condition three (question with a focus particle and echo-meaning) and condition four (question with a focus particle and ordinary interrogative meaning) are based on this data.

The prediction for German is that echo-wh-questions remain grammatical and interpretable although the sentence contains a focus-sensitive particle. Consequently, it was also predicted that condition three and four would differ significantly regarding their acceptability ratings. This prediction does also hold for the Turkish data, since Turkish is known to have intervention effects in

ordinary interrogative questions, but presumably not when it comes to echo-wh-questions (Beck 1996).

The prediction that the first two conditions with ordinary interrogative meaning and echo-questions, both without focus, would be rated well and be acceptable proved right. The second prediction, however, did not hold throughout the analysis of the data. The assumption that there would be a significant difference between echo-questions with focus and ordinary interrogative questions is not met. Since the information of the background part of my thesis states that intervention effects do not apply to echo-questions, the results were unexpected. While echo-questions without focus were acceptable from the perspective of the participants, the focus-sensitive adverb *only* seems to influence the acceptability of an echo-wh-question with focus in a negative way.

Before the final interpretation and conclusion of this data, I looked at the data of the filler items to recheck the results from the questionnaire. This data helps to clarify, how the participants rated sentences which were incoherent regarding their context. When an obviously incoherent sentence was rated with three (unacceptable), this can be transferred to the data from the main items. A three in a case just like explained is a strong evidence for the ratings having tendency to three or even four (completely unacceptable) in the main part of the questionnaire. The fact, that the filler items contained contexts in which presuppositions did obviously not hold and that these contexts were rated with three or four shows that the participants were aware of the incorrectness. The use of the same rating for echo-wh-questions with the focus-sensitive particle *only* underlines their tendency to rate this condition as unacceptable not by accident but on purpose.

After presenting the data for German and Turkish and showing the differences and similarities of both language in their main and filler items, the data can be interpreted. In German and Turkish, the observation that obviously incoherent items were rated as unacceptable as the items containing echo-wh-question with focus brings me to the finding that echo-wh-questions show intervention effects by adding focus. The idea that the rating of echo-wh-questions with focus is rated as unacceptable due to the complexity the intervener adds to

the sentence is rejected by the fact that obviously incoherent items were rated with the same intuition. The background part reports the configuration of Q and ~ and when they cause an intervention effect. Echo-wh-questions do contain a phrasal Q within the wh-phrase, which saves the sentences from getting ungrammatical. Based on the background part, the prediction for German was that echo-wh-questions remain grammatical and interpretable although the sentence contains a focus-sensitive particle. The research question is whether there are any intervention effects in echo-wh-questions and whether this holds up empirically or not. The findings show that the intervener definitely works the same way across the two languages and, more interestingly, the same across both question types (ordinary interrogative question & echo-wh-question). The addition of an intervener to ordinary interrogative questions has the same effect as the addition of the intervener to echo-wh-questions, namely the sentence is rated worse in both languages. Consequently, the predictions for German are not observed in the results and the analysis of the data. However, the research question can be answered since in my questionnaire, adding an intervener to echo-wh-questions makes the sentence ungrammatical, therefore intervention effects are observed in echo-wh-questions, too. In Turkish, the prediction was that Turkish, too, has intervention effects. The research question was similar to the predictions which were met in the data. There are intervention effects in Turkish in echo-wh-question and in ordinary interrogative questions.

## **VI. Summary and Concluding Remarks**

This thesis presents a questionnaire based on the idea of how echo questions and intervention effects behave not only German, but also in Turkish. For this research question I created a questionnaire which contains the same amount of items, same conditions, and same contexts to be as equal as possible in both languages. The conducting was similar, too.

The focus in my thesis is not only on the interrogatives but also on focus particles which are responsible for intervention effects. In German, intervention effects are found in ordinary interrogative questions with focus-sensitive adverbs. The reason for that is that the ~ operator evaluates all alternatives in

its scope unselectively, therefore, the Q operator has no access to the alternatives introduced by the alternative-trigger (i.e. wh-phrase) and the sentence gets ungrammatical. The main question was how focus interacts in echo-questions in comparison to focus in ordinary interrogative questions; and moving on from that, how German and Turkish can be compared under this question. After having collected information about language properties in German, the further step was analyzing Turkish and its language properties to get an idea of when intervention effects appear in Turkish and if they are still present in echo-questions. The data proved that there are intervention effects, when there is a focus-sensitive adverb like *only* which makes the sentence ungrammatical. This effect was also found in echo-questions in Turkish, since there is no structural difference between an ordinary and an echo-question, but only an intonational. Consequently, a difference between German and Turkish regarding the acceptability of echo-questions with focus and ordinary interrogative questions of focus has not been observed. However, the observation that both languages are influenced the same way in the same question types through the addition of an intervener shows that German and Turkish must behave the same way when it comes to intervention effects and that intervention effects are also seen in echo-wh-questions. The observation motivates for more research in detail. Where is the question operator Q expected to be located, when we have intervention effects in echo-questions? Are there focus-sensitive particles which do not affect echo-wh-questions in their grammaticality? There are a lot of other focus-sensitive and licensing adverbs which might behave differently and are worthy looking at to compare Turkish language properties to the German and English ones.

## VII. Appendix

### VII.1 German Questionnaire

1. Du kommst zu einer Unterhaltung dazu und hast aber nicht verstanden, wem deine Freundin ihren Computer geliehen hat. Deshalb fragst du sie:

„Du hast wem deinen Computer geliehen?“  
you have whom your computer lent  
'You lent your computer whom?'

You come along to a conversation but you were not able to understand whom your friend lent her computer, so you ask:

“You lent your computer whom?”

2. Deine Chefin hat bereits ihren Dokortitel und ist dabei zu habilitieren. Um diesen Erfolg zu feiern, planst du mit deinen Kollegen eine schöne Gartenparty und stellst diverse Gerichte zusammen. Da jeder unterschiedliche Stärken beim Kochen und Backen hat, fragst du frei in die Runde:

„Wer backt einen Kuchen?“  
who bakes a cake  
'Who is baking a cake?'

Your boss owns a doctor title already and currently is habilitating. You want to celebrate this success and therefore you plan a nice party in the garden with several dishes. Since everyone has different talents in cooking and baking you ask the whole group:

'Who is baking a cake?'

3. Es ist Montagmittag und du triffst dich mit deinen Freunden zum Mittagessen. Dabei tauscht ihr aus, was ihr am Wochenende erlebt habt. Sandra erzählt aufgebracht von der Hochzeit ihrer Schwester, auf der sich alle Gäste dazu entschieden hatten, kein weißes Kleid anzuziehen außer Katharina, die Schwester vom Bräutigam. Du fragst verwundert nach:

„Nur Katharina hat was angezogen?“  
only Katharina has what worn  
'Only Katharina has worn what?'

Its Monday noon and your meeting your friends for lunch. The conversations are about the weekend and what you have experienced. Sandra is very excited about the wedding of her sister and tells that from all the guests coming to the wedding only the sister-in-law of Sandra's sister came in a white dress. You are surprised and ask for that again:

“Only Katharina has worn what?”

4. Die örtliche Fußballmannschaft sucht zwei neue Stürmer, um die Mannschaft zu vervollständigen. Jan, der Kapitän der Mannschaft, hat deinen Bruder bereits Fußball spielen gesehen und empfiehlt ihn seinem Team. Der Trainer deines Bruders spricht jedoch keine Empfehlung aus. Zudem empfiehlt Jan deinen Bruder auch seinem Trainer. Hierbei hält sich die komplette Mannschaft heraus und überlässt Jan das Reden. Du fragst nach:

„Wen hat nur Jan wem empfohlen?“  
whom has only Jan whom recommended  
'Whom has only Jan recommended to whom?'

The local soccer team is searching for two new strikers to complete the team. Jan, who is the captain of the team, has already seen your brother playing soccer and recommended him to his team. The coach of your brother, however, does not recommend your brother. Besides, Jan is also suggesting your brother to his own trainer, whereas the whole soccer team is not interacting, but leaving Jan doing this job. You ask to be sure:

“Whom has only Jan recommended to whom?”

5. Dein Kommilitone interessiert sich nicht für Geographie, sondern ganz besonders für hohe Berge, da er ein leidenschaftlicher Wanderer und Kletterer ist. Als er sich mit einem Freund über die höchsten Berge unterhält, kommst du in die Runde und willst wissen:

„Welches ist der höchste Berg?“  
which is the highest mountain  
'Which is the highest mountain?'

Your fellow student is not only interested in geography but especially in high mountains, since he is a passionate hiker. During a conversation of him and your friend, which is about high mountains, you want to participate and ask:

“Which is the highest mountain?”

6. Dein Klassenkamerad beschließt auf Lehramt zu studieren, was du total passend findest, da er sozial sehr kompetent ist. Nur mit der Fächerwahl bist du dir nicht schlüssig. Er war zwar gut in Naturwissenschaften, aber nie ein großer Geisteswissenschaftler und hat sich tatsächlich für Englisch und Deutsch eingeschrieben. Aus Neugier fragst du:

„Hast du beide Fächer aus Überzeugung gewählt?“  
have you both subjects out conviction chosen  
'Did you choose both subjects out of conviction?'

Your classmate makes the decision to become a teacher, which is pretty nice for him you think, since he has good social skills. However, the chosen subjects English and German are not that appropriate, because you know that he was successful in science. You check on that curiously:

“Did you choose both subjects out of conviction?”

7. Deine Austauschpartnerin, Blake, ist aus den USA eingetroffen, ihr Koffer jedoch noch nicht. Deine Schwester Serina leiht ihr ihre Kleidungsstücke aus, weil du ihr nichts ausleihen kannst, da sie einen Kopf größer ist als du. Zudem leiht Serina ihr auch Sandalen aus, die ihr sonst niemand aus der Familie leihen kann, da sie Blake zu klein wären.

„Wem hat nur Serina was geliehen?“

whom has only Serina what lent

‘Whom has only Serina lent what?’

Your exchange partner Blake just arrived from the USA, but her luggage is still on the way. Your sister, Serina, lends her clothing, because you are too small compared to Blake to lend her anything. Besides, from all the family members, it is Serina who lends Blake her sandals.

“Whom has only Serina lent what?”

8. Endlich ist das lang ersehnte lange Wochenende da und du fährst mit deinen Freunden nach Ischgl, um die schneebedeckten Hänge zu erkunden. Das Auto ist bereits vollgepackt, nur du musst dich noch entscheiden, was du einpacken willst und fragst um Rat:

„Welche Sportutensilien soll ich mitnehmen?“

which equipment for sports should I carry

‘Which equipment for sports should I carry with me?’

Finally, it is the weekend and you are about to leave for Ischgl with your friend to explore snow-capped hillsides. The car is already crammed and you have to make a decision about what you should take with you and ask your friends for help:

“Which equipment should I take with me?”

9. Du machst bei der TV-Show „Das perfekte Dinner“ mit. Als der Abend bei dir stattfindet, bereitest du ein 3-Gänge-Menü vor, worüber die Gäste vor dem Beginn des Abends in Kenntnis gesetzt werden. Als Dessert hast du bereits Mousse au Chocolat am Abend vorher kühl gestellt. Als die Gäste eintreffen, fragen sie:

„Welches Dessert bekommen wir zuerst serviert?“

which dessert get we first served

‘Which dessert is served first?’

You are participating in the TV-Show “The perfect Dinner”. The evening the dinner is taking place at your house, you prepare a three-course-dinner which is introduced to the guests before the dinner begins. You decided to prepare Mousse au Chocolat as the dessert. When the guests arrive, they ask:

“Which dessert is served first?”



10. Es ist Sonntag und du gehst zum Bäcker, um frische Brötchen für das Frühstück zu holen. Als du wieder zuhause bist, bemerkt deine Mutter dein Grinsen und fragt neugierig nach:

„Wen hast du unterwegs getroffen?“  
whom has you on the way met  
‘Whom have you met on the way?’

It is Sunday and you go to the bakery to get some fresh bread for breakfast. When you come back home, your mother recognizes the smile on your face and asks curiously:

“Whom have you met on the way?”

11. Dein Freund wird 30 und organisiert eine Gartenparty. Seine ganzen Freunde und Verwandten sind da, nur sein Bruder nicht, da er im Ausland lebt. Da du weißt, dass sie sich schon vier Jahre nicht gesehen haben und dein Freund sich nichts Sehnlicheres wünscht, lässt du ihn als große Überraschung einfliegen. Bevor er die Wohnung betritt, fragst du deinen Freund:

„Wen würdest du heute am liebsten sehen?“  
whom would you today the most sehen

Your friend turns 30 and you are organizing a garden-party. His whole family and friends are present, only his brother abroad is not there. You know that they have not met for four years and that your friend wishes to see him very badly. Therefore, you plan to fly his brother in as a surprise. Before the brother enters the apartment you ask your friend:

“Whom would you like to see the most, today?”

12. Nachdem du in zahlreichen Ländern Europas Urlaub gemacht hast, planst du diesmal etwas Spannenderes und überlegst dir, Asien zu erkunden. Als du vorhast das deiner Freundin zu erzählen, überrascht sie dich mit einem unerwarteten Entschluss. Sie hat sich tatsächlich dazu entschieden 4260 km durch den Pacific Crest Trail zu pilgern und das ganz ohne Begleitung. Dir ist bekannt, dass das Männer machen, als Frau jedoch findest du das viel zu gewagt und möchtest deinen Gedanken Ausdruck verleihen:

„Nur du willst wo pilgern?“  
only you want where pilgrimage  
‘Only you want to pilgrimage where?’

After you have travelled numerous countries in Europe, you are planning to experience something more exciting. Therefore, you plan to explore Asia. In the very moment you are about to tell your friend about your plans, she tells you her plan to pilgrimage 4260 km through the Pacific Crest Trail on her own. You know that men are doing this, but as a woman it is way too dangerous and you ask surprised:

“Only you want to pilgrimage where?”

13. Dein Nachbar hat dir verraten, was dein Vater sich zum Vatertag wünscht. Daraufhin begibst du dich zum Baumarkt und kaufst ihm das gewünschte Poliergerät für sein Motorrad. Als du Zuhause ankommst, versteckst du das Geschenk hinter dem Rücken und fragst fröhlich:

„Was wünschst du dir eigentlich zum Vatertag?“  
what wish you yourself actually for father's day  
'What do you wish for father's day?'

Your neighbor told you what your father would like to have for father's day. Therefore, you go to the building center and buy a planishing stand for his motor cycle. When you are back home, you hide the present behind your back and ask your father:

"What do you wish for father's day?"

14. Ein neuer Hiwi ist ab heute an eurem Lehrstuhl angestellt. Deine Kollegin Frau Hold stellt ihn der Sekretärin vor, was dein Kollege Herr Müller nicht tut. Zudem stellt Frau Hold den neuen Hiwi auch der Professorin vor und auch hierbei beteiligen sich weder die Sekretärin, noch andere Kollegen.

„Wem stellt nur Frau Hold wen vor?“  
whom introduce only Miss Hold whom to

A new student assistant started to work at your chair. Your colleague Miss Hold introduces him to the secretary, whereas Mister Müller is reserved. Besides, Miss Hold is introducing the student assistant to the professor, whereas the secretary and the other colleagues are reserved, again.

"To whom is only Miss Hold introducing whom?"

15. Das Nesthäkchen, Rahel, ist nun auch schon 20 Jahre alt geworden und will, bevor es an das Studium geht, eine Rundreise in Asien machen. Damit sie auf der Reise beliebig hausen kann, haben deine Eltern ihr ein Zelt gekauft. Auf der Abschiedsparty fragen dich deine Freunde:

„Welches der beiden Zelte bekommt sie geschenkt?“  
which of both tents get she as a present  
'Which of both tents is she going to get as a present?'

Rahel, the youngest in your family, turns already 20 and wants to travel Asia before studying. Your parents buy a tent to ensure that she can stay wherever she wants to during travelling. At the stag party your friends ask you:

"Which of both tents is she going to get as a present?"

16. Deine Oma feiert ihren 80. Geburtstag und die ganze Familie plant ein tolles Geschenk für sie. Während dein Bruder ein vermutlich abenteuerliches Geschenk vorschlägt, bellt der Hund so laut, dass du ihn nicht verstehen kannst und nur anhand der Gesichter vermutest, dass die Idee verrückt sein muss. Du erkundigst dich sofort:

„Ihr wollt Oma was schenken?“  
you want grandma what make a gift  
‘You want to give grandma what?’

Your grandma is celebrating her 80<sup>th</sup> birthday and the whole family plans to make a great present. In the very moment your brother is presumably suggesting an adventurous present, the dog is barking loudly and you are not able to understand what he said. The faces of the family members look surprised, so you ask immediately:

“You want to give grandma what?”

17. Es ist wieder soweit- der Sommer ist da! Du willst dieses Jahr nicht wieder mit deiner Familie in den Urlaub, sondern mit deinen Freunden. Da dir egal ist, welcher deiner Freunde dich zu deinem Traumurlaub begleitet, fragst du bei Gelegenheit:

„Wer von euch will mit mir in den Urlaub?“  
who from you want with me in the vacation  
‘Who of you all wants to go on vacation with me?’

Finally, it is summer! You do not want to leave for vacation with your family this time, but with your friends. Since you don't care who of your friends is joining you you're asking in a good moment:

“Who of you all wants to go on vacation with me?”

18. Pünktlich zum Start der Semesterferien planen deine Freunde einen Kurztrip zum Bodensee. Alle sind der Meinung, dass der ganze Trip mit dem Auto am schnellsten ablaufen wird. Mit Ausnahme von Malik, der überhaupt nicht begeistert ist, da er öffentliche Verkehrsmittel zuverlässiger findet. Du hörst davon und fragst überrascht:

„Nur Malik will was fahren?“  
only Malik want what drive  
‘Only Malik wants to drive what?’

You and your friends plan to go on a short trip to the Bodensee in the holidays. Everyone is convinced that the trip is faster with a car. Malik is the exception, since he believes that public transport is more trustworthy. You are surprised when you hear that and check on that:

“Only Malik wants to drive what?”

19. Dein Nachbar scheint sich ständig mit dir zu messen. Ihn interessiert nicht nur das Aussehen deines Gartens, sondern auch, welches Auto du fährst. Nachdem du von einem 2-Sitzer zu einem Familienkombi gewechselt hast, fährt dein Nachbar ebenso mit einem Kombi vor die Tür, steigt aus und fragt:

„Welcher Kombi hat den stärksten Motor?“  
which car has the strongest engine  
‘Which car has the strongest engine?’

Your neighbor seems to be in competition with you. He cares not only for the appearance of your garden, but also for which car you are driving. After you buy a bigger car, your neighbor stops next to you with a new car similar to your one and asks:

“Which car has the strongest engine?”

20. Dein Neffe wird 10 und wünscht sich schon seit Jahren einen Goldhamster. Du beschließt, ihm seinen Wunsch zu erfüllen und gehst ins nächste Tierheim. Dort angekommen, findest du auf Anhieb einen gold gestreiften und einen gold gefleckten Hamster und kannst dich nicht entscheiden. Die Tierpflegerin erkennt das Problem und fragt:

„Sie würden am liebsten beide mitnehmen, nicht wahr?“  
you would the most both take not right  
‘You would like to take both of them, right?’

Your nephew turns ten and he has been asking for a golden hamster for years now. This is why you decide to fulfill his wish and you go to a pet shop. You recognize a belted and a mottled golden hamster and you are not sure about which one you should take with you. The stockman realizes the problem and asks:

“You would like to take both of them, right?”

21. Während einer Gruppenarbeit in der Uni kommen einige Fragen auf, denen nur der eifrige Student Levi nachgeht, indem er zuerst andere Gruppen um Rat fragt und schließlich direkt zum Professor geht, um die Fragen zu stellen. Weder du noch deine Kommilitonen stellen Fragen zur Gruppenarbeit.

„Was hat nur Linus wen gefragt?“  
What has only Linus whom asked  
‘What did only Linus ask whom?’

During a group work at the university some questions pop up, which only Linus takes serious by asking other work groups for help first and afterwards, by talking to the professor about it. Neither you, nor your fellow students ask questions about the group work.

“What did only Linus ask whom?”

22. Nach deinem erfolgreichen Abschluss an der Universität schenken dir deine Eltern einen Urlaub auf den kanarischen Inseln. Du bist total aufgeregt und erzählst das deinen Freunden, die daraufhin fragen:

„Welches der beiden Geschenke gefällt dir mehr?“  
which the both presents like you more  
'Which present do you like more?'

After your successful graduation at the university your parents reward you with a vacation at the Canary Isles as a present. After you have told your friends about the exciting present, they ask you:

“Which present do you like more?”

23. Zum goldenen Hochzeitstag deiner Großeltern wird ein großes Fest organisiert. Du hast dir einen Anzug schneidern lassen und dir dazu zwei bunte Krawatten besorgt, um dein Outfit aufzupeppen. Doof nur, dass du dich einfach nicht entscheiden kannst. Als dein Vater ins Bad kommt, fragst du ihn:

„Welche Krawatte soll ich heute tragen?“  
which tie shall I wear today  
'Which tie should I wear, today?'

There is going to be huge festivity for the golden anniversary of your grandparents. You have got a tuxedo tailored and bought two colorful ties to appear more fancy, but you are indecisive about them. When your father comes into the bathroom, too you ask him:

“Which tie should I wear, today?”

24. Du hast einen Promo-Job angenommen und darfst Flyer für eine Benefizveranstaltung in der Stadt austeilen. Da du Anfänger bist, begleitet dich jemand, der das schon länger macht. Du bist dir nicht ganz sicher, wie du vorgehen sollst und fragst:

„An wen darf ich die Flyer austeilen?“  
to whom allowed I the flyer hand out  
'To whom should I hand out the flyers?'

You started working as a promoter and have to hand out flyers in the city for a beneficial event. Since you are a beginner, you ask the person you work with:

“To whom should I hand out the flyers?”

25. Dein Vater kommt mit einem breiten Grinsen nach Hause. Während du sofort entdeckst, dass er einen neuen Aktenkoffer hat und deshalb die Freude ausstrahlt, muss der Rest der Familie noch erraten, was ihn so glücklich macht:

„Was hast du dir gekauft?“  
what have you yourself bought  
'What have you bought for yourself?'

Your father comes back home with a huge smile on his face. You recognize immediately that the reason for that is his new briefcase he walks in with. The other family members are still guessing the reason for his happiness:

“What have you bought for yourself?”

26. Es ist Sonntagabend und deine Freunde kommen zu dir, um mit dir *Tatort* anzuschauen. Genau dann, als die Linse auf den mutmaßlichen Dieb gerichtet ist, bittet deine Mutter dich um Hilfe in der Küche. Obwohl du dich beeilst, verpasst du die spannende Szene. Du informierst dich umgehend:

„Der Dieb hat was geklaut?“  
the thief has what stolen  
'The thief has stolen what?'

It is Sunday evening and your friends are visiting you to watch *Tatort*. In the moment the camera focuses on the thief your mother asks you be help in the kitchen. Although you try to hurry you miss exciting scene and ask your friends:

“The thief has stolen what?”

27. Jedes Jahr findet ein internationales Straßenfest in deiner Stadt statt und auch diesmal bist du mit deinen Freunden dabei. Die Vielfalt an Gerichten ist enorm und du aus Neugier fragst du:

„Was wollt ihr heute essen?“  
what want you today eat  
'What do you want to eat, today?'

There is an annual international food festival in your city which takes place, again. This year you visit the festival with your friends. The variety of dishes is amazing and you ask curiously:

“What do you want to eat, today?”

28. Die Arbeitskollegin deiner Mutter hat Geburtstag und es ist üblich, dass sich ihr ganzes Kollegium an einem Geschenk beteiligt. Diesmal soll ein Ventilator für das Büro geschenkt werden, dem alle zustimmen bis auf Herr Seibt. Er ist nämlich der Meinung, dass ein Gemälde ein viel schöneres Geschenk sei. Während dem Kochen berichtet deine Mutter vom Geschehnis und du verstehst nur den Anfang. Du fragst:

„Nur Herr Seibt will der Arbeitskollegin was schenken?  
only Mister Seibt want the colleague what make a gift  
'Only Mister Seibt wants to give the colleague what?'

The colleague of your mother has birthday and it is a tradition that the whole team is participating in making a gift. This time, they want to buy a ventilator as a present, which everyone is okay with, except Mister Seibt. He thinks that a painting would be a nicer gift. While cooking dinner your mother is telling you this event at her work. You are only understanding the beginning of her story, so you check on that again:

“Only Mister Seibt wants to give the colleague what?”

29. Du hast dich mit deinen Freundinnen dazu verabredet zur Oper zu gehen. Da euch die passenden Abendkleider dazu fehlen, geht ihr in eine Boutique, die für elegante Kleider bekannt ist. Dort angekommen, sind jedoch nur kurze Kleider sichtbar und du fragst die Verkäuferin:

„Welches ist das längste Kleid im Laden?“  
which is the longest dress in store  
'Which is the longest dress in the store?'

You and your friends planned to go to the opera. You don't have dresses for that, therefore you go to a boutique which is known for classy clothing. After having a first look at the dresses in the store, only short dresses are visible and you ask:

“Which is the longest dress in the store?”

30. Nach einem erfolgreichen Einkaufstag im KaDeWe kommst du mit zahlreichen Kleidungsstücken nach Hause. Neben einer Hose hast du zwei Röcke und drei Schals gefunden. Als du die neu ergatteten Stücke deinem Freund vorführst, fragst du ihn:

„Welche Hose findest du schöner?“  
which trousers find you nicer  
'Which of the trousers do you like more?'

After a successful shopping day in *KaDeWe* you arrive home with several pieces of clothing. You bought a pair of trousers, two skirts and three scarfs. You show these new articles your friend and ask:

“Which of the trousers do you like more?”

31. Du hast dich endlich wieder beim Fitness- Studio eingeschrieben und wagst dich sogleich an die anspruchsvollen Geräte. Nach dem Sport gönnst du dir einen Proteinriegel und gehst nach Hause. In der Wohnung angekommen, überrascht dich dein Freund mit einem tollen Abendessen, doch du hast keinen Hunger mehr. Enttäuscht fragt er dich:

„Was hast du nach dem Sport gegessen?“  
what have you after the sport eaten  
'What did you eat after sports?'

Finally, you join the fitness center again and dare to try out heavy tools. After sports you reward yourself with a protein bar and head back home. After arriving at home, your friend surprises you with dinner but you are not hungry anymore. He is disappointed and asks:

"What did you eat after sports?"

32. In der Stadt findet erneut das jährliche Triathlon-Rennen statt. Deine Nachbarn haben sich auch angemeldet und du bist schon skeptisch, da du sie noch nie beim Sport gesichtet hast. Als am nächsten Tag die Ergebnisse des Rennens in der Zeitung aufgelistet sind und deine Mutter sie vorliest, fällt zu deiner großen Überraschung tatsächlich der Name eurer Nachbarn und du hast erneut nach:

„Den zweiten Platz hat wer belegt?“  
the second place has who finish  
'The second place finishes who?'

The annual triathlon race is taking place, again. Your neighbors signed to participate in the race and you are already skeptical about that, since you haven't seen them doing sports at all. The next day the names of the winners are announced in the newspaper and when your mother is reading out the names of the neighbors you are surprised and ask, again:

"The second place finished who?"

33. Du bist auf einen Geburtstag eingeladen, bei dem nur Spaghetti Bolognese als Gericht angeboten wird. Nachdem du eine Portion davon gegessen hast, willst du dich wieder auf den Heimweg begeben, als du einen Gast triffst, der gerade auf dem Weg zum Geburtstag ist. Er fragt dich:

„Welches der beiden Gerichte hast du gegessen?“  
welches the both dishes have you eat  
'Which of both dishes did you eat?'

You are invited to a birthday party on which there is only one dish, namely pasta. After you have tried the dish you go back home. On the way you meet guests who head to the birthday party. They ask you:

"Which of both dishes did you eat?"



34. Dein bester Freund will dich dazu überreden, ihn zu einer Tuning-Messe zu begleiten. Du hältst zwar nicht viel von Autos, fragst ihn ihm zuliebe jedoch:

„Was ist an dieser Messe beliebt?“

what is on this fair popular

‘What is popular about this fair?’

Your best friend wants to convince you to accompany him to a tuning-fair. You are not that much into cars, but for the friendship’s sake you ask:

“What is popular about this fair?”

35. Es soll ein Gastvortrag stattfinden, für den der bekannte Professor Bobby Brown aus den USA eingeflogen wurde. Obwohl auch viele bekannte Doktoranten und Professoren aus Deutschland da sind, wird einzig Bobby Brown dem Bürgermeister vorgestellt. Dein Professor kommt dazu und fragt:

„Nur Bobby Brown wird wem vorgestellt?“

only Bobby Brown becomes whom introduced

‘Only Bobby Brown is introduced to whom?’

The popular Professor Bobby Brown is invited as a guest lecturer from America. Although there are a lot of well known doctors and professors from Germany, it is Bobby Brown, who gets introduced to the mayor of the city. Your professor comes along and asks:

“Only Bobby Brown is introduced to whom?”

36. Der neue Bestseller „Fifty Shades of Grey“ hat es nun wirklich in ziemlich alle Regale geschafft. Du hast nur das erste Band gelesen und auch deine Freundin hat nur das erste gelesen. Sie erkundigt sich bei dir:

„Wer von uns hat das längste Buch gelesen?“

who of us has the longest book read

‘Who of us has read the longest book?’

The new bestseller *Fifty Shades of Grey* made it already into all shelves. You have only read the first part and you friend, also. However, she asks you:

“Who of us has read the longest book?”

37. Deine Mutter ist den ganzen Tag außer Haus und du musst alle Telefonate entgegen nehmen. Sie bekommt fünf Anrufe. Unter anderem ruft eine deiner zwei Tanten, deine Oma und ihre Arbeitskollegin an. Als sie wieder zuhause ist, teilst du ihr das mit und sie fragt:

„Welche Tante hat denn angerufen?“  
which aunt has part. called  
Which aunt has called?”

Your mother is out of the house the whole day and you have to pick up all phone calls. Five people are calling her throughout the day, which contain among other things one of your two aunts, your grandmother and the colleague of your mother. When she comes back home, you tell her and she asks:

“Which aunt has called?”

38. Deine Eltern wollen dich in deiner neuen Wohnung besuchen und planen ein ganzes Wochenende mit dir in Tübingen. Du planst als Aktivität eine Schlossbesichtigung vom einzigen Schloss in der Stadt. Deine Eltern sind ganz aufgeregt, als sie von deinen Plänen hören und fragen nach:

„Welches Schloss besichtigen wir?“

Your parents want to visit you in your new apartment and plan to come over for a whole weekend to spend the time in Tübingen. You plan to visit the unique castle. Your parents are excited when they hear about your plans and ask:

“Which castle are we going to see?”

39. Es ist Mittwoch früh und du sitzt auf heißen Kohlen, denn ihr bekommt die Matheklausur von letzter Woche wieder zurück. Genau dann, als der Lehrer ankündigt, wer der Klassenbeste ist, erzählt dir dein Klassenkamerad, dass er sicherlich der schlechteste war und du verpasst die Ankündigung des Lehrers. Natürlich fragst du sofort in die Klasse:

„Der Klassenbeste ist wer?“  
the class best is who  
‘The best student of this class is who?’

It is Wednesday morning and you are excited because of the math exam you are going to get back. In the moment the teacher gives the name of the best student in the exam, your classmate talks about that he must be the worst and you do not understand the name of the best student and ask:

“The best student of this class is who?”

40. Während dem Essen in der Mensa stößt dein Kommilitone dazu und winkt dir mit zwei Tickets für die *Walter Tigers* in der Hand zu. Du hast die große Hoffnung, dass er eins übrig hat, bis du die Geburtstagskarte in seiner anderen Hand entdeckst:

„Wem schenkst du die Tickets?“  
whom making a gift you the tickets  
“Whom are you giving the tickets?”

A fellow student comes to you during lunch in the cafeteria. He has two tickets for *Walter Tigers* in his hands and you hope that one might be left over, but then you observe the birthday card in his hands and ask:

“Whom are you giving the tickets?”

41. Viele aus deinem Freundeskreis sind gerade auf der Suche nach einer Wohnung. Diese sind derzeit jedoch unbezahlbar und bucht man zusätzlich einen Makler dazu, kommt der Preis für die Vermittlung dazu. Deine Freundin Maria ist jedoch so verzweifelt, dass sie trotzdem einen Makler beauftragt. Als sie es dir erzählt, kannst du es nicht fassen, weil du nicht erwartet hast, dass sich das überhaupt jemand aus deinem Freundeskreis leisten kann. Du fragst erneut nach:

„Nur du hast für die Wohnungssuche wen beauftragt?“  
only you have for the house-hunting whom assigned  
‘Only you have assigned whom for the house-hunting?’

A lot of your friends are searching a new apartment, which are very expensive these days. Together with an agent it is unaffordable to get an apartment. However, your friend Mary asks an agent to search for her one. When she tells you that you are very surprised because you would have never thought that anyone of your friends would be able to pay that. Therefore you ask, again:

“Only you have assigned whom for the house-hunting?”

42. Es ist Sommer und an einem schönen Sommertag darf vor allem eins nicht fehlen: Eis! Nach dem letzten Seminar an der Uni gehst du mit deinen Kommilitonen in die Altstadt, um ein Eis zu genießen. Die Lust danach scheint so groß zu sein, dass sich alle dafür entscheiden 3 Kugeln Eis zu essen. Du fragst in die Runde:

„Wer hat die meisten Kugeln Eis gegessen?“  
who has the most portion ice eaten  
‘Who has had the biggest portion?’

It is summer and the one thing not to miss out is ice cream! After the last seminar at the university you go to a cafeteria to get some with your friends. The craving for ice creams seems to be very strong, so you all take 3 portions of it. Afterwards, you ask your friends:

“Who has had the biggest portion?”

43. Zum Jahresende wird an der örtlichen Universität ein Preis für den strebsamsten Studenten verliehen. Dieses Jahr stehen ganze 200 Studenten auf der Liste. Am Ende wird dein Freund Theodor ausgewählt, der vom Dekan ein Preisgeld von 150 Euro bekommt. Er erzählt dir davon und du fragst überrascht:

„Nur du hast was bekommen?“  
only you have what get  
'Only you have got what?'

At the end of the year there is an award for the best student at the university. This year there are 200 students on the list for the reward. The student being chosen is your friend Theodor, who gets 150 Euro as the price. When he tells you about the reward you are surprised and check on that:

"Only you have got what?"

44. Du ziehst mit deinem besten Freund in eine WG. Dafür geht ihr zusammen einkaufen und kauft euch denselben Schreibtisch von IKEA, da er das beste Preis-Leistungs-Verhältnis hat und mit 120 x 80 cm genug Platz zum Arbeiten bietet. Nachdem die Tische in der Wohnung aufgebaut sind, fragt dich dein bester Freund:

„Wer hat den breitesten Tisch?“  
Who has the widest table  
'Who has the widest table?'

You are moving in with your best friend. Therefore, you go to *IKEA* and buy the same table, since it is the best supply with 120 x 80 cm offering enough space to work on. After putting the tables together in the apartment, your best friend asks you:

"Who has the widest table?"

45. Es steht ihr im Gesicht geschrieben - deine beste Freundin hat Liebeskummer. Noch bevor das Seminar endet, bricht sie in Tränen aus und es mischt sich der ganze Kurs ein:

„Wen hat sie denn geliebt?“  
whom has she Part. loved  
,Whom has she loved?'

You can see that from her expression - your friend is love sick. She starts crying during the seminar and the whole course gets involved and asks:

"Whom has she loved?"

46. Du bist ein großer Fan von Brad Pitt und Angelina Jolie, da sie im Rampenlicht ein perfektes Paar abgeben. Als deine Freundin von dem Tratsch aus Hollywood berichtet, erwähnt sie die Trennung von den beiden und du kannst deinen Ohren nicht trauen:

„Brad Pitt hat sich von wem getrennt?“

Brad Pitt has his from whom split

‘Brad Pitt broke up with whom?’

You are a huge fan of Brad Pitt and Angelina Jolie, since they are a perfect couple. When your friend tells you the news that from Hollywood she also tells you that they broke up. You cannot believe what you have just heard and ask:

“Brad Pitt broke up with whom?”

47. Das alljährliche Treffen von deinem Lehrstuhl steht wieder an und deine Lieblingskollegin, die für ihre Vorliebe für spezielle Getränke bekannt ist, ist auch wieder dabei. Zu schade, dass du genau diesmal nicht dabei sein kannst, da familiäre Pflichten rufen. Doch zum Glück erzählt dir dein Kollege Konrad, wie der Abend ablief, und vor allem was Paula getrunken hat – nämlich eine Mischung aus allen vorhandenen Säften mit einem Schuss Rum. Das kannst du gar nicht glauben und vergewisserst dich in großer Runde erneut:

„Nur Paula hat was getrunken?“

only Paula has what drunk

‘Only Paula did drink what?’

The annual meeting of your chair is due and your colleague, Paula, who is known for having a favor for special drink joins the group also. It is too bad that you cannot be there this year. But your colleague Konrad is happy to tell you how the evening went and that Paula drank a cocktail which contained all juices and rum. You can’t even believe that and ask to be sure what you have just heard:

“Only Paula did drink what?”

48. Auf dem Weg zur Arbeit fällt dir ein, dass du am Whiteboard Diagramme fertig stellen musst und hierfür die Stifte vergessen hast. Zum Glück hat deine Arbeitskollegin immer ihre dabei und du gehst direkt in ihr Büro, um festzustellen, dass die Stifte nicht mehr am Platz liegen. Also fragst du sie:

„Wem hast du deine Stifte geliehen?“

whom have you your pens lent

On the way to work you remember that you forgot the pens for the white board. Luckily, your colleague is always having pens with her, but when you arrive there, they are not at their place, therefore you ask:

“Whom did you lend your pens?”

49. Da deine Nachbarn in den Urlaub gehen, pflegt deine Schwester ihre zwei Katzen. Die erste Woche macht sie das noch regelmäßig, während sie in der zweiten Woche durch den Arbeitsstress etwas vergesslicher wird. Daher fragst du sie täglich:

„Hast du beide Katzen schon gefüttert?“  
have you both cats already fed  
'Did you already feed both cats?'

Your neighbors are on vacation and your sister is caring for her two cats. Whereas she is feeding them regularly in the first week, she keeps forgetting them in the second due to her stressful work. Therefore you ask her daily:

“Did you already feed both cats?”

50. Deine beste Freundin Pia hat eurem guten Freund Linus ein Motorrad geschenkt, bei dem sich ihre Schwester Kira nicht beteiligt hat. Zudem hat Pia einer weiteren Freundin ein Gemälde geschenkt und auch hier hat sich Kira nicht beteiligt.

„Was hat nur Pia wem geschenkt?“  
'What did only Pia buy for whom?'

Your best friend Pia has bought Linus, a friend of you two, a motorcycle, although her sister did not join her. Besides, Pia has bought another friend a painting, although the sister did not join her, again.

“What did only Pia buy for whom?”

## VII.2 Turkish Questionnaire

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1.				
Arkadaşların bir konuşma sürdürürken aralarına katılıyorsun ve sadece bilgisayarını birisine ödünç verdiğini duyup „Bilgisayarını kime verdin?“, diye soruyorsun. Computer-1ps-acc who-dat gave like ask-2ps “You lent your computer whom?”  You come along to a conversation but you were not able to understand whom your friend lent her computer, so you ask: “You lent your computer whom?”				
2.				
Patronun çok azimli biri ve doktorasını bitirmek üzere. Bunu kutlamak için küçük bir parti hazırlamaya karar veriyorsun ve iş arkadaşlarından pastayı kimin en iyi yaptığını bilemediğin için arkadaşlarına: “Kim pasta yapacak?” diye soruyorsun. who cake bake-will like ask-2ps ‘Who is baking a cake?’  Your boss owns a doctor title already and currently is habilitating. You want to celebrate this success and therefore you plan a nice party in the garden with several dishes. Since everyone has different talents in cooking and baking you ask the whole group: ‘Who is baking a cake?’				
3.				
Pazartesi öğlen arkadaşlarınla yemek yemeğe gidiyorsun ve hafta sonundan konu açılıyor. Filiz sinirli bir ifadeyle ablasının düğününden bahsediyor. Davetlilerin hepsi koyu renk tercih etmişken, gelinin görünmesi düğüne bembeyaz elbiseyle gelmiş. Buna inanamıyorsun ve tekrar: “Yalnız görünmesi mi ne giyinmiş?” diye soruyorsun. Only sister-in-law part. what wore like ask-2ps “Only her sister-in-law has worn what?”  Its Monday noon and your meeting your friends for lunch. The conversations are about the weekend and what you have experienced. Sandra is very excited about the wedding of her sister and tells that from all the guests coming to the wedding only the sister-in-law of Sandra’s sister came in a white dress. You are surprised and ask for that again: “Only her sister-in-law has worn what?”				

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4.	<p>Salsa kulübünde dans arkadaşın Hakan keşfedildi ve dans antrenörü büyük bir sevinçle Hakanı övdü. Kulüpteki diğer arkadaşları ise onun bu başarısını desteklemedi. Hakana gazeteden yazarlar geldiğinde de antrenörden hariç kimse onun adına konuşup sevinç göstermedi.</p> <p>“Kulüpten kim, sadece Hakan’ı, kime önerdi?” club-loc who only Hakan-acc who-dat suggested “Whom has only Hakan recommended to whom?”</p> <p>Your dance partner from the salsa club has been spotted and you dancing trainer is very happy for him. However, the whole salsa club does not congratulate Hakan for his success. Even journalists are visiting the salsa club for him but the other dancing partner are silent and not happy for him, again.</p> <p>“Whom has only Hakan recommended to whom?”</p>			
5.	<p>Arkadaşın yüksek dağları çok enteresan buluyor. Ağabeyin arkadaşınla konuşurken sen de konuşmaya katılıp</p> <p>“En yüksek dağ hangisi?” diye soruyorsun. most high mountain which like ask-2ps “Which is the highest mountain?”</p> <p>Your fellow student is not only interested in geography but especially in high mountains, since he is a passionate hiker. During a conversation of him and your friend, which is about high mountains, you want to participate and ask:</p> <p>“Which is the highest mountain?”</p>			
6.	<p>Okul arkadaşın öğretmen olmaya karar veriyor ve çok sosyal olduğu için bu kararını destekliyorsun. Sadece okuduğu bölümlere anlam veremiyorsun. Fen bilimlerinde iyiydi ama kültür bilimlerinde hiç yeteneği yoktu. Şimdi İngilizce ve Almanca okuması şaşırtıyor seni ve meraktan</p> <p>“Her iki bölümü de isteyerek mi seçtin?” diye soruyorsun. all two subjects top. want-prog part chose like ask-2ps “Did you choose both subjects out of conviction?”</p> <p>Your classmate makes the decision to become a teacher, which is pretty nice for him you think, since he has good social skills. However, the chosen subjects English and German are not that appropriate, because you know that he was successful in science. You check on that curiously:</p> <p>“Did you choose both subjects out of conviction?”</p>			



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<p>Amerika'dan arkadaşın ziyarete geldi. Maalesef hava limanında bavulları gecikti ve sizden kıyafet alma gereği duydu. Kız kardeşin Serina misafirinize kendi dolabından hem günlük kıyafet, hem de gecelik hazırladı. Ayrıca ayakkabılarını da verdi.</p> <p>„Kardeşlerden yalnız Serina kime ne ödünç verdi?“  siblings-abl only Serina who-dat what lend gave  “Whom has only Serina lent what?”</p> <p>Your exchange partner Blake just arrived from the USA, but her luggage is still on the way. Your sister, Serina, lends her clothing, because you are too small compared to Blake to lend her anything. Besides, from all the family members, it is Serina who lends Blake her sandals.</p> <p>“Whom has only Serina lent what?”</p>				
<p>Sonunda uzun zamandır beklediğin hafta sonu geldi ve arkadaşların ile karlı yokuşları keşfetmek için Avusturya ya gidiyorsunuz. Arabanın bagajı dolduğu için spor malzemelerin içinden bir seçim yapmak zorundasın ve kararsız alıp:</p> <p>“Spor malzemelerimden hangisini alayım?”, diye soruyorsun.  Sports equipment-abl which take like ask-2ps  “Which equipment should I take with me?”</p> <p>Finally, it is the weekend and your about to leave for Ischgl with your friend to explore snow-capped hillsides. The car is already crammed and you have to make a decision about what you should take with you and ask your friends for help:</p> <p>“Which equipment should I take with me?”</p>				
<p>Yemek yarışmasına katılıyorsun ve sıra sana geldiğinde üç farklı menü hazırlıyorsun. Misafirlerini yemek odasına almadan önce bunu onlara bildiriyorsun. Tatlı olarak bir tek sütlaç hazırladın. Çorbayı ikram ederken misafirler:</p> <p>“ilk hangi tatlıyı denettireceksin?” diye soruyorlar.  First which dessert us trying-2ps like ask-3pp  “Which dessert is served first?”</p> <p>You are participating in the TV-Show “The perfect Dinner”. The evening the dinner is taking place at your house, you prepare a three-course-dinner which is introduced to the guests before the dinner begins. You decided to prepare Mousse au Chocolat as the dessert. When the guests arrive, they ask:</p> <p>“Which dessert is served first?”</p>				

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10.	<p>Günlerden pazar ve kahvaltı için taze ekmek almaya fırına gidiyorsun. Eve geçince annen gülümsemeni görüyor ve:</p> <p>“Yolda kimi gördün?”, diye merak ediyor. street-loc who-acc seen like curious are</p> <p>“Whom have you met on the way?”</p> <p>It is Sunday and you go to the bakery to get some fresh bread for breakfast. When you come back home, your mother recognizes the smile on your face and asks curiously:</p> <p>“Whom have you met on the way?”</p>				
11.	<p>Arkadaşın 30 yaşına girdiği için bahçede eğlence organize ediliyor. Tüm arkadaşları ve akrabaları orada. Yalnızca erkek kardeşi yurt dışında çalıştığı için gelemedi. Dört senedir görüşmediklerini ve en büyük dileği kardeşini görmek olduğu için, büyük sürpriz olarak kardeşinin eğlenceye katılmasını sağlıyorsun. Erkek kardeşi daireye girmeden önce arkadaşına:</p> <p>“Bugün en çok kimi görmek isterdin?” diye soruyorsun. today the most who-acc see want-2ps like ask-2ps</p> <p>“Whom would you like to see the most, today?”</p> <p>You friend turns 30 and you are organizing a garden-party. His whole family and friends are present, only his brother abroad is not there. You know that they have not met for four years and that your friend wishes to see him very badly. Therefore, you plan to fly his brother in as a surprise. Before the brother enters the apartment you ask your friend:</p> <p>“Whom would you like to see the most, today?”</p>				

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<p>Avrupa'daki bütün şehirleri gezdikten sonra yeni planın Asya'yı görmek. Bunu arkadaşına bahsettiğinde o farklı bir fikirle karşına çıkıyor. Amerika'daki Pacific Crest Trail'e en yakında yalnız başına yürümeyi planladığını söylüyor. Erkeklerin 4260km orman arası yürümesi sana normal geliyor ama bunu bir kadının yürüebileceğine inanamıyorsun ve şaşkınlıkla:</p> <p>“Kadınlar arasından yalnız sen nereye yürüyeceksin?” diye women between-abl only you where walk-will like soruyorsun. ask-2ps</p> <p>“Only you want to pilgrimage where?”</p> <p>After you have travelled numerous countries in Europe, you are planning to experience something more exciting. Therefore, you plan to explore Asia. In the very moment you are about to tell your friend about your plans, she tells you her plan to pilgrimage 4260 km through the Pacific Crest Trail on her own. You know that men are doing this, but as a woman it is way too dangerous and you ask surprised:</p> <p>“Only you want to pilgrimage where?”</p>				
<p>Komşun sana, babanın babalar gününde parlatma cihazını istediğini söylüyor. Sen de markete gidip onun istediği hediyeyi alıyorsun. Eve gider gitmez hediyeyi arkada saklayıp gülererek:</p> <p>“Babalar gününde hediye olarak ne dilersin?” diye soruyorsun father-pl day-loc present as what wish-2ps like ask-2ps</p> <p>13. “What do you wish for father’s day?”</p> <p>Your neighbor told you what your father would like to have for father’s day. Therefore, you go to the building center and buy a planishing stand for his motor cycle. When you are back home, you hide the present behind your back and ask your father:</p> <p>“What do you wish for father’s day?”</p>				

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14.	<p>Çalıştığın firmaya yeni bir elaman geliyor. Sekreteriniz yeni elemanı patronlarla ve meslektaşlarıyla tanıştırıyor. Ondan hariç kimse elemanla yakından ilgilenmiyor.</p> <p>“Firmanın çalışanlarından yalnız sekreter kimi kiminle company-acc worker-poss-abl only secretery who-acc who-acc-with tanıştırıyor?”</p> <p>introduce-3ps</p> <p>“To whom is only the secretery introducing whom?”</p> <p>A new employee started working at your company. The secretary is introducing the employee to the boss and to other people, whereas you and your colleagues do not participate.</p> <p>“To whom is only the secretary introducing whom?”</p>				
15.	<p>Evin küçüğü Eda artık 20 yaşında ve üniversiteye geçmeden önce Asya gezisi yapmak istiyor. Yolculuğunda istediği yerde kalabilmesi için annesi çadır almaya karar veriyor. Veda partisinde arkadaşların sana</p> <p>“İki çadırdan hangisini hediye ettiler? “ diye soruyor.</p> <p>two tent-abl which as a present gave like ask-2ps</p> <p>“Which of both tents is she going to get as a present?”</p> <p>Eda, the youngest in your family, turns already 20 and wants to travel Asia before studying. Your parents buy a tent to ensure that she can stay wherever she wants to during travelling. At the stag party your friends ask you:</p> <p>“Which of both tents is she going to get as a present?”</p>				

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<p>Anneanneninin 80. Doğum gününe aile olarak büyük bir parti hazırlamak istiyorsunuz. Çok heyecanlısınız ve bir türlü hediye olarak ne alacağınıza karar veremediniz. Kardeşin gülerek iyi bir fikrinin olduğunu söylüyor ve tam bunu paylaşırken evin önünden gürültüyle bir kamyon geçiyor. Gürültüden dolayı kardeşinin fikrini anlamayıp onun yüz ifadesinden iyi bir fikir paylaştığını fark ediyorsunuz ve:</p> <p>„Anneannemize ne hediye etmek istiyorsun?“ diye  grandma-poss-acc what as a present give want-2ps like  soruyorsunuz.  ask-3pp  “You want to give grandma what?”</p> <p>Your grandma is celebrating her 80<sup>th</sup> birthday and the whole family plans to make a great present. In the very moment your brother is presumably suggesting an adventurous present, the dog is barking loudly and you are not able to understand what he said. The faces of the family members look surprised, so you ask immediately:</p> <p>“You want to give grandma what?”</p>				
<p>Nihayet yine yaz geldi ve bu sene ailenle değil de arkadaşlarıyla tatile gitmeyi planlıyorsun. Arkadaşlarının içinden kimin seninle tatile gelip gelemeyeceğini tahmin edemediğin için:</p> <p>“Sizden kim benimle tatile gelmeyi düşünür?” diye  you-abl who me with vacation coming think like  soruyorsun.  ask-2ps  “Who of you all wants to go on vacation with me?”</p> <p>Finally, it is summer! You do not want to leave for vacation with your family this time, but with your friends. Since you don't care who of your friends is joining you you're asking in a good moment:</p> <p>“Who of you all wants to go on vacation with me?”</p>				

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18.	<p>Nihayet tatil sezonu başladı ve sevdikleriyle beraber seyahate çıkmak istiyorsun. Herkes arabayla tatil yapmayı tercih ederken bir tek Malik bunu kabul etmiyor ve toplu ulaşım araçlarını tercih ediyor. Bunu duyduğunda şaşkınlıkla:</p> <p>“Arkadaşlarının arasından yalnız Malik neyi tercih ediyor?”  friends-poss-acc between-abl only Malik what-acc prefer do  diye soruyorsun.  like ask-2ps  “Only Malik wants to drive what?”</p> <p>You and your friends plan to go on a short trip to the Bodensee in the holidays. Everyone is convinced that the trip is faster with a car. Malik is the exception, since he believes that public transport is more trustworthy. You are surprised when you hear that and check on that:</p> <p>“Only Malik wants to drive what?”</p>				
19.	<p>Komşun seni sürekli rakip olarak görüyor. Ne zaman sende bir değişiklik görse kendisi de heveslenip seni geçmeye çalışıyor. Yeni bir araba satın aldıktan sonra evin önüne park ediyorsun. Ertesi gün komşun yeni bir arabayla senin yanında durup:</p> <p>“En güçlü motor hangi arabada?” diye soruyor.  most strong engine which car-loc like ask-2ps  “Which car has the strongest engine?”</p> <p>You neighbor seems to be in competition with you. He cares not only for the appearance of your garden, but also for which car you are driving. After you buy a bigger car, your neighbor stops next to you with a new car similar to your one and asks:</p> <p>“Which car has the strongest engine?”</p>				

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20.	<p>Yeğenin onuncu doğum gününü kutlayacak ve senelerdir bir kuş istiyor. Sen bu dileği yerine getirmek için hayvan barınağına gidiyorsun. Orada bir mavi çizgili bir de mavi benekli kuş görüp ikisi arasında karar veremiyorsun. Eleman kararsızlığınızı tahmin edip:</p> <p>“Elinizde olsa her ikisini de eve götürmek isterdiniz, değil hand-acc-loc be all both top home bring want-2ps not mi?”, diye soruyor.</p> <p>P like ask-2ps “You would like to take both of them, right?”</p> <p>Your nephew turns ten and he has been asking for a golden hamster for years now. This is why you decide to fulfill his wish and you go to a pet shop. You recognize a belted and a mottled golden hamster and you are not sure about which one you should take with you. The stockman realizes the problem and asks:</p> <p>“You would like to take both of them, right?”</p>				
21.	<p>Okulda grup halinde matematik problemleri çözüyorsunuz. Gruptaki herkes soru sormakta çekinirken, grup içindeki en azimli öğrenci olan Ali sınıftaki diğer gruplara gidip problemin çözümünü soruyor, daha sonra da öğretmenine gidip soruyor:</p> <p>„Gruptaki öğrencilerden yalnız Ali kime ne sordu?“ group-loc student-pl-abl only Ali who-dat what asked</p> <p>“What did only Ali ask whom?”</p> <p>During a group work at the university some questions pop up, which only Ali takes serious by asking other work groups for help first and afterwards, by talking to the professor about it. Neither you, nor your fellow students ask questions about the group work.</p> <p>“What did only Linus ask whom?”</p>				

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22.	<p>Başarılı bir üniversite mezuniyetinden sonra baban sana Kanarya Adalarında tatil hediye ediyor. Heyecanlanıp arkadaşlarına anlatıyorsun ve onlar:</p> <p>“İki hediyeden hangisi daha çok hoşuna gitti?” diye soruyor. both present-abl which more very nice gone like ask-2ps</p> <p>“Which present do you like more?”</p> <p>After your successful graduation at the university your parents reward you with a vacation at the Canary Isles as a present. After you have told your friends about the exciting present, they ask you:</p> <p>“Which present do you like more?”</p>				
23.	<p>Dedenin evlilik yıl dönümüne büyük bir eğlence organize ediliyor. Kendine bir takım elbise diktirdikten sonra giyimine tarz katmak için farklı renkli iki kravat alıyorsun. Karar veremediğin için, babanı görünce:</p> <p>“Bugün hangi kravatı takınayım?” diye soruyorsun. today which tie-acc wear like ask-2ps</p> <p>“Which tie should I wear, today?”</p> <p>There is going to be huge festivity for the golden anniversary of your grandparents. You have got a tuxedo tailored and bought two colorful ties to appear more fancy, but you are indecisive about them. When your father comes into the bathroom, too you ask him:</p> <p>“Which tie should I wear, today?”</p>				
24.	<p>Yeni bir anket işini kabul ettin ve para kazanmak anket yapmalısın. Acemi olduğun için tecrübeli bir elemanın eşliğindesin. Başlangıcı nasıl yapacağından emin değilsin ve:</p> <p>“Anketleri kime yapabilirim?”, diye soruyorsun. flyer-pl-acc who-dat contribute like ask-2ps</p> <p>“To whom should I hand out the flyers?”</p> <p>You started working as a promoter and have to carry out some surveys with passengers. You ask you co-worker who knows how to do it.</p> <p>“To whom should I hand out the surveys?”</p>				



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25.	<p>Baban sevinçle eve geliyor. Kolundaki yeni saati hemen fark edip sevincinin sebebini anlıyorsun. Ailen yeni bir şey aldığını fark ediyorlar ne olduğunu tahmin edemiyorlar ve ona soruyorlar:</p> <p>“Kendine ne aldın?” yourself what bought</p> <p>“What have you bought for yourself?”</p> <p>Your father comes back home with a huge smile on his face. You recognize immediately that the reason for that is his new watch he walks in with. The other family members are still guessing the reason for his happiness:</p> <p>“What have you bought for yourself?”</p>				
26.	<p>Pazar akşamı arkadaşların ziyarete geliyor ve dizi izlemeye başlıyorsunuz. En ilginç anında Annen seni mutfağa yardıma çağırıyor. Odana geri döndüğünde dizideki hırsızın ne yaptığını merak edip:</p> <p>„Hırsız neyi çaldı?“ diye soruyorsun. thief what-acc stolen like ask-2ps</p> <p>“The thief has stolen what?”</p> <p>It is Sunday evening and your friends are visiting you to watch series In the moment the camera focuses on the thief your mother asks you be help in the kitchen. Although you try to hurry you miss exciting scene and ask your friends:</p> <p>“The thief has stolen what?”</p>				
27.	<p>Her sene bizim yaşadığımız şehirde büyük bir yemek festivali hazırlanır. Bu sene ilk defa Afrika yöresine ait yemekler pişirilecekmiş ve heyecan içinde arkadaşlarına:</p> <p>“Festivalde ne yemek istersiniz?” diye soruyorsun. festival-loc what eat want-3pp like ask-2ps</p> <p>“What do you want to eat, today?”</p> <p>There is an annual international food festival in your city which takes place, again. This year you visit the festival with your friends. The variety of dishes is amazing and you ask curiously:</p> <p>“What do you want to eat on the festival?”</p>				

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28.	<p>Annenin çalıştığı okulda öğretmenlerin doğum günlerinde özel bir kutlama olur. Bu sene Kemal Hocanın doğum gününe vantilatör alma kararı verildi. Herkes onayladı bir tek Ferdi hoca bunu saçma buldu. Güzel bir resmin daha uygun olduğunu söyledi. Annen bunu sana akşam yemeğinde heyecanlı bir şekilde anlatıyor. Tüm bunları doğru anladığından emin olmak için:</p> <p>“Sadece Ferdi hoca Kemal hocaya neyi hediye etmek only Ferdi prof. Kemal prof. what-acc present give istedi?”, diye soruyorsun. wanted like ask-3ps “Only Pr.Ferdi wants to give the Pr. Kemal what?”</p> <p>The colleague of your mother has birthday and it is a tradition that the whole team is participating in making a gift. This time, they want to buy a ventilator as a present, which everyone is okay with, except Mister Ferdi. He thinks that a painting would be a nicer gift. While cooking dinner your mother is telling you this event at her work. You are only understanding the beginning of her story, so you check on that again:</p> <p>“Only Mister Ferdi wants to give the Mister Kemal what?”</p>			
29.	<p>Arkadaşlarınla operaya gitmeye karar verdiniz ama uzun bir elbisen yok. Bu nedenle en yakın butiğe uğrayıp alışveriş yapmaya karar veriyorsun. Butikte uzun elbise bulacağından eminsin ama ilk bakışta sadece kısa elbiseler görüyorsun ve bir elemana</p> <p>“En uzun elbise hangisi?”, diye soruyorsun. most long dress which-poss like ask-2ps+ “Which is the longest dress?”</p> <p>You and your friends planned to go to the opera. You don't have dresses for that, therefore you go to a boutique which is known for classy clothing. After having a first look at the dresses in the store, only short dresses are visible and you ask:</p> <p>“Which is the longest dress in the store?”</p>			

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30.	<p>Alışveriş merkezinde başarılı bir alışverişten sonra eve dolu çantalarla dönüyorsun. Bir pantolonun yanında iki etek ve üç şal aldın. Sevgiline yeni parçaları gösterirken:</p> <p>“Hangi pantolon daha güzel?”, diye soruyorsun. which trousers more nice like ask-2ps “Which of the trousers do you like more?”</p> <p>After a successful shopping day in <i>KaDeWe</i> you arrive home with several pieces of clothing. You bought a pair of trousers, two skirts and three scarfs. You show these new articles your friend and ask:</p> <p>“Which of the trousers do you like more?”</p>				
31.	<p>Spora yazıldın ve hemen zor aletler ile başladın. Spordan sonra kendini protein bar ile ödüllendiriyorsun. Eşin seni güzel bir akşam yemeğiyle karşılıyor ama sen aç değilsin. Darılmış bir halde:</p> <p>“Spordan sonra ne yedin?”, diye soruyorsun. sports-abl after what eat-2ps like ask-2ps “What did you eat after sports?”</p> <p>Finally, you join the fitness center again and dare to try out heavy tools. After sports you reward yourself with a protein bar and head back home. After arriving at home, your friend surprises you with dinner but you are not hungry anymore. He is disappointed and asks:</p> <p>“What did you eat after sports?”</p>				
32.	<p>Kaldığın şehirde senede bir defa bir koşu yarışması düzenleniyor. Bu sene komşuların da bu yarışmaya katılıyor ve bu güne kadar onları hiç spor yaparken görmediğin için buna çok şaşırıyorsun. Bir gün sonra gazetede yarışa kazananların ismi açıklanıyor ve komşularının ismini gazetede okuduğunda bunu hemen annene anlatıyorsun. Büyük bir şaşkınlıkla ona</p> <p>„İkinci olarak kim kazandı!“ diye soruyorsun. second being who won like ask-2ps “The second place finished who?”</p> <p>The annual triathlon race is taking place, again. Your neighbors signed to participate in the race and you are already skeptical about that, since you haven't seen them doing sports at all. The next day the names of the winners are announced in the newspaper and when your mother is reading out the names of the neighbors you are surprised and ask, again:</p> <p>“The second place finished who?”</p>				

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33.	<p>Menüde sırf Spagetti olan bir doğum gününe davetlisin. Bir porsiyon yedikten sonra eve dönmeye hazırlanıyorsun ve aynı doğum gününe giden bir konuğa yolda rastlıyorsun. Ayrılmadan önce sana</p> <p>“Menüdeki iki çeşit yemekten hangisini yedin?” diye soruyor. Menu-loc both types dish-abl which ate like ask-2ps “Which of both dishes did you eat?”</p> <p>You are invited to a birthday party on which there is only one dish, namely pasta. After you have tried the dish you go back home. On the way you meet guests who head to the birthday party. They ask you:</p> <p>“Which of both dishes did you eat?”</p>				
34.	<p>En iyi arkadaşın arabalara hayran ve bu sene de araba yarışmasına katılmak istiyor. Bu sefer senin de gelmeni istiyor. Arabaya karşı hiç ilgin yok ama onun hatırına yarışa katılmaya karar veriyorsun ve sürekli merak ettiğin şeyi soruyorsun:</p> <p>“Seni her sene araba yarışına çeken şey nedir?”. you-acc every year car racing-acc taking thing what “What makes you go to the race every year?”</p> <p>Your best friend wants to convince you to accompany him to a tuning-fair. You are not that much into cars, but for the friendship’s sake you ask:</p> <p>“What is popular about this fair?”</p>				
35.	<p>Üniversitende büyük konferans veriliyor ve ünlü bir profesör olan Burak Bingöl de Amerika’dan konferansa davet ediliyor. Konferans başlamadan önce konukların içinden yalnızca üniversitenin dekanı Erdiñ Çevik Burak Beyle tanışıyor. Tam o ara diğber bir profesör size katılıyor ve:</p> <p>“Profesörlerin içinden yalnız Burak Bingöl kiminle tanıştı?” Professor-pl-poss in-abl only Burak Bingö I who-with introduced diye soruyor. like ask-2ps “Only Burak Bingöl is introduced to whom?”</p> <p>The popular Professor Burak Bingöl is invited as a guest lecturer from America. Although there are a lot of well known doctors and professors from Germany, it is Burak Bingöl, who gets introduced to Erdinc Cevik,v the dean of the university. Another professor comes along and asks:</p> <p>“Only Burak Bingöl is introduced to whom?”</p>				

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36.	<p>Harry Potter'in birinci serisini ev arkadaşınla sen aynı anda okumaya başlıyorsunuz. Kitapları bitirdikten sonra arkadaşın sana</p> <p>"En kalın kitabı kim okudu?" diye bilgileniyor. most wide book-acc who read like ask-2ps "Who of us has read the longest book?"</p> <p>The new bestseller <i>Fifty Shades of Grey</i> made it already into all shelves. You have only read the first part and you friend, also. However, she asks you:</p> <p>"Who of us has read the longest book?"</p>				
37.	<p>Annen tüm gün evde yok ve telefonlara sen çıkıyorsun. Tüm gün boyunca teyzelerinin birisi, anneannen ve annenin is arkadaşısı arıyor. Annene eve döndüğünde onu kimlerin aradığını anlatıyorsun ve annen</p> <p>"Teyzelerinden hangisi aradı?" diye soruyor. aunt-pl-poss-abl which called like ask-3ps "Which aunt has called?"</p> <p>Your mother is out of the house the whole day and you have to pick up all phone calls. Five people are calling her throughout the day, which contain among other things one of your two aunties, your grandmother and the colleague of your mother. When she comes back home , you tell her and she asks:</p> <p>"Which aunt has called?"</p>				
38.	<p>Annen ve baban seni yeni evinde ziyaret etmek istedikleri için Berline geliyorlar. Geldikleri haftayı güzel geçirmeleri için şehrin tek şatosuna gezi düzenliyorsun. Annen ile baban planını duyunca heyecanlanarak</p> <p>"Bugün şehrin hangi şatosuna gideceğiz?" diye soruyorlar. Today city-poss which castle-poss going like ask-3pp "Which castle are we going to see?"</p> <p>Your parents want to visit you in your new apartment and plan to come over for a whole weekend to spend the time in Tübingen. You plan to visit the unique castle. Your parents are excited when they hear about your plans and ask:</p> <p>"Which castle are we going to see?"</p>				

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39.	<p>Çarşamba sabahı okulda merakla matematik sınavının sonuçlarını bekliyorsun. Öğretmen sınav sonuçlarını açıklamadan önce sınıf birincisini tebrik ediyor. Tam o sırada yanındaki sıra arkadaşın sana fıkra anlatıp senin ilgini dağıtıyor ve kimin sınıf birincisi olduğunu kaçıyorsun. Merak ettiğin için hemen</p> <p>“Sınıf birincisi kim oldu?” diye soruyorsun.</p> <p>class first-poss who got like ask-2ps “The best student of this class is who?”</p> <p>It is Wednesday morning and you are excited because of the math exam you are going to get back. In the moment the teacher gives the name of the best student in the exam, your classmate talks about that he must be the worst and you do not understand the name of the best student and ask:</p> <p>“The best student of this class is who?”</p>			
40.	<p>Kafeteryada yemek yerken tanıdığın bir arkadaşın el sallayıp masana geliyor. Elinde basketbol oyunu için iki bilet görüyorsun ve acaba birisini bana mı verecek diye seviniyorsun. Tam o anda öbür elinde doğum günü için kart görüyor ve:</p> <p>“Bileti kime hediye edeceksin?” diye soruyorsun.</p> <p>ticket-acc who-dat preset give-fut like ask-2ps “Whom are you giving the tickets?”</p> <p>A fellow student comes to you during lunch in the cafeteria. He has two tickets for a basketball game in his hands and you hope that one might be left over, but then you observe the birthday card in his hands and ask:</p> <p>“Whom are you giving the tickets?”</p>			

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41.	<p>Bayramda ailenle akrabalarına gidiyorsun. Sen teyzelerinin elinden öperken kardeşin hiç oralı olmuyor. Sonra büyükbabanla büyükannene bayramlaşmaya gidiyorsunuz ve burada da kardeşin aynı harekette bulunuyor. Bunu ertesi gün arkadaşına anlatıyorsun ve o şaşkınlıkla</p> <p>“Kardeşlerinin içinden yalnız sen kimin elini öptün?” diye sibling-poss-gen in-abl only you who-gen hand-acc kissed like soruyor. ask-2ps</p> <p>“Only you have kissed whose hands?”</p> <p>It is bayram and you and your family go to relatives to celebrate it. You are kissing the hands of your aunts, but your siblings are not. Even when you kiss the handy of your grandparents your siblings are not going to do so:</p> <p>“Only you have kissed whose hands?”</p>				
42.	<p>Yaz tatili başlamadan önce öğrencilerle dondurma yemeğe karar veriyorsun. Herkes sevincinden 3 porsiyon dondurma alıp yine okula doğru yürümeye başlarken bir öğrenci:</p> <p>“En çok dondurmayı kim yedi?” diye soruyor. most much ice-acc who ate like ask-2ps</p> <p>“Who has had the biggest portion of ice cream?”</p> <p>It is summer and the one thing not to miss out is ice cream! After the last seminar at the university you go to a cafeteria to get some with your friends. The craving for ice creams seems to be very strong, so you all take 3 portions of it. Afterwards, you ask your friends:</p> <p>“Who has had the biggest portion?”</p>				

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43.	<p>Her sene sonunda üniversitende en iyi öğrenciye bir ödül veriliyor. Bu sene 200 öğrencinin içinden en yakın arkadaşın Teoman 150 Euro kazanarak ödüllendirildi. Sana anlatırken şaşkınlıkla:</p> <p>“Arkadaşlarının arasından yalnız sen ne aldın?” diye friend-pl-poss-gen between-abl only you what got like soruyorsun.</p> <p>ask-2ps “Only you have got what?”</p> <p>At the end of the year there is an award for the best student at the university. This year there 200 students on the list for the reward. The student being chosen is your friend Theodor, who gets 150 Euro as the price. When he tells you about the reward your surprised and check on that:</p> <p>“Only you have got what?”</p>				
44.	<p>En iyi arkadaşınla aynı eve çıkmaya karar veriyorsun. Bunun için İstikbal'den ikiniz de aynı boyda masa alıyorsunuz. Evinize varır varmaz masaları kuruyorsunuz ve ev arkadaşın sana:</p> <p>“En uzun masa hangimizin?” diye soruyor. most long table which of us like ask-2ps</p> <p>“Who has the widest table?”</p> <p>You are moving in with your best friend. Therefore, you go to <i>IKEA</i> and buy the same table, since it is the best supply with 120 x 80 cm offering enough space to work on. After putting the tables together in the apartment, your best friend asks you:</p> <p>“Who has the widest table?”</p>				
45.	<p>Karşı sırada oturan arkadaşının yüzünden aşk acısı çektiği anlaşılıyor. Daha ders bitmeden sınıfta ağlamaya başlıyor ve bütün öğrenciler karışıyor:</p> <p>“Kimin için ağlıyorsun?” who-gen for cry-3ps</p> <p>“Whom do you love?”</p> <p>You can see that from her expression- your friend is love sick. She starts crying during the seminar and the whole course gets involved and asks:</p> <p>“Whom do you love?”</p>				



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<p>Brad Pitt ile Angelina Jolie'nin en büyük takipçilerinden birisin. Sabah ablanla kahvaltı ederken sana magazin dergisinde çiftin ayrıldıklarından bahsedildiğini söylüyor. Bu habere inanamayıp buna emin olmak için:</p> <p>„Brad Pitt kimden ayrıldı?“ diye soruyorsun. Brad Pitt who-abl seperated like ask-2ps</p> <p>46. “Brad Pitt broke up with whom?”</p> <p>You are a huge fan of Brad Pitt and Angelina Jolie, since they are a perfect couple. When your friend tells you the news that from Hollywood she also tells you that they broke up. You cannot believe what you have just heard and ask:</p> <p>“Brad Pitt broke up with whom?”</p>				
<p>Her sene iş arkadaşlarıyla aynı gün ve aynı kafede yılsonu kutlaması yapıyorsunuz. Bu sene maalesef kutlamaya katılamadın ve kutlama sonrası işe gelir gelmez hemen kutlamanın nasıl geçtiğini soruyorsun. İş arkadaşın sana her şeyi en ince ayrıntısıyla anlatıyor. Arkadaşın meslektaşlarından en komik olanının neler yediğini anlatırken inanamayıp emin olmak için:</p> <p>“İş arkadaşların içinden yalnız Yeliz ne yedi?” diye co work-pl-gen between-abl only Yeliz what ate like soruyorsunuz. ask-2ps</p> <p>47. “Only Yeliz did eat what?”</p> <p>The annual meeting of your chair is due. Unfortunately, you cannot be there this year. But your colleague is happy to tell you how the evening went and when he starts telling you what your funniest colleague ate the whole evening you can't even believe that and ask to be sure what you have just heard:</p> <p>“Only Yeliz did eat what?”</p>				

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48.	<p>İşe giderken laptopu evde unuttuğun aklına geliyor. İş arkadaşım kesin getirmiştir diye düşünüp yoluna devam ediyorsun. İşe vardığında arkadaşının laptopunu yerinde olmadığını fark ediyorsun ve ona:</p> <p>“Laptopunu kime verdin?” diye soruyorsun. laptop-gen-acc acc-dat gave like ask-2ps “Whom did you lend your laptop?”</p> <p>On the way to work you remember that you forgot your laptop. Luckily, your colleague is always having hers with her, but when you arrive there, it is not at its place, therefore you ask:</p> <p>“Whom did you lend your laptop?”</p>				
49.	<p>Komşun tatile çıktığı için kız kardeşin iki kedisini besliyor. İlk haftada onlara düzgün baktıktan sonra ikinci haftada unutkan olmaya başlıyor. Kedileri hatırlatmak için her gün:</p> <p>“Her iki kediye de yem verdin mi?” diye soruyorsun. all two cat-acc top food gave part like ask-2ps “Did you already feed both cats?”</p> <p>Your neighbors are on vacation and your sister is caring for her two cats. Whereas she is feeding them regularly in the first week, she keeps forgetting them in the second due to her stressful work. Therefore you ask her daily:</p> <p>“Did you already feed both cats?”</p>				
50.	<p>En iyi arkadaşın Sibel teyzesinin kızına iki bilezik hediye etti. Sibel’in kardeşi Elif hediyeye katkıda bulunmadı. Sibel ayrıyeten teyzesin oğluna bisiklet aldı ve Elif bu hediyeye de katılmadı:</p> <p>„Ailesinin içinden yalnız Sibel kime ne aldı?“ family-poss between-abl only Sibel who-dat what bought “What did only Sibel buy for whom?”</p> <p>Your best friend Sibel has bought her cousin a necklace, although her sister did not join her. Besides, Sibel has bought another cousin a bicycle, although her sister did not join her, again.</p> <p>“What did only Sibel buy for whom?”</p>				

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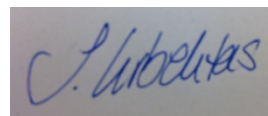
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## EIDESSTAATLICHE ERKLÄRUNG

Hiermit versichere ich, dass ich die vorgelegte Arbeit in allen Teilen selbständig und nur mit den angegebenen Quellen und Hilfsmitteln angefertigt habe. Alle Stellen der Arbeit, die ich anderen Werken dem Wortlaut oder dem Sinn nach entnommen habe, sind kenntlich gemacht.

Tübingen, den 11. Februar 2016

A rectangular box containing a handwritten signature in blue ink. The signature is cursive and appears to read 'C. Schubert'.

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Ort, Datum

Unterschrift

*This is not only work that needs to be done, but also a huge and exciting project for me. I want to thank all my colleagues for their support. Everyone was ready to help me at any time. I really appreciate that! Special thanks go out to Vera Hohaus and Konstantin Sachs who have been there whenever I felt lost. Thank you all!*

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