

words occur. This invariably enabled us to have a systematic grouping of these interrogative words based on their behaviour in the syntactic configuration of the question structures.

The Igbo interrogative words belong to the closed class of words used in asking some types of questions in the language. However, these words are not unique to the Igbo language only. Many languages of the world, including African languages seem to have a limited number of lexical items identifiable as interrogative words and their nature and syntactic behaviour may differ from language to language. In the English language, such words as ‘which’, ‘what’, ‘where’, ‘when’, ‘how’, ‘who’, ‘whom’, ‘whose’, etc., belong to a closed set of words known as interrogative words. In French language, the interrogative words are identifiable in simple and complex forms such as ‘qui’, ‘quoi’, ‘que’, ‘lequel’, ‘lesquels’, ‘laquelle’, ‘lesquelles’, ‘duquel’, ‘de laquelle’, ‘desquelles’, ‘auquel’, ‘auxquels’, ‘à laquelle’, ‘auxquelles’, etc.

In a study on “Wh-Parameter”, Ndimele (2003, p.839-857) reviews the functioning of interrogative words in selected number of African, European, and Asian languages. The African languages he reviewed include Yoruba, Hausa, Verdean, Akan, Kikuyu, Malagasy, Zulu, Izon, Swahili, Arabic, Igbo, Urhobo; while the European and Asian languages include English, Chinese, and Japanese.

Statement of the Problem

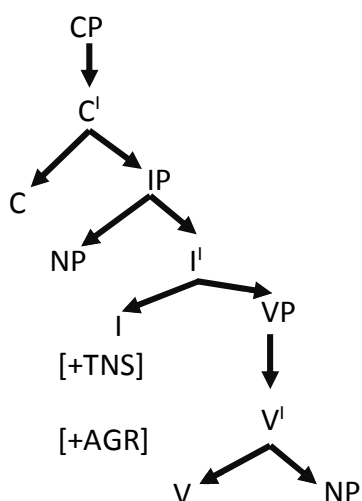
There have been several works on Igbo interrogatives. Most of them described interrogatives paying attention to their types and functions (Ikekonwu (1987), Emenanjo (1979), Uwalaka (1997), Ndimele (2003) etc. Little or no attention was paid to their syntactic behaviour, with reference to a given Igbo dialect. It is our belief that an in-depth understanding of the syntactic behaviour of interrogative words in Owere-Igbo will make their functions even clearer since every interrogative word occurs in a specific syntactic configuration in the question structure. Government and Binding (GB) Theory is employed in this study because it offers a structural account of Wh-words and parameterized variations of their movements in the language especially in the question construction.

Methodology

This study Government and Binding (GB) theory as model of analysis. Data for the work were collected through primary and secondary sources. As native speakers, we provided the data which was analysed using modular model theory of syntax propounded by Chomsky and his associates in (1977) in his lecture on Government and Binding (GB) Theory. GB was introduced when Chomsky proposed some major revisions in the Extended Standard Theory. GB theory accounts for all rules that involve movement with a universal transformational rule called move α (move-alpha). The rule is bounded by subadjacency condition in all languages (Ndimele 1992). The Extended projection principle (EPP) will be used for the phrase marker (tree diagram).

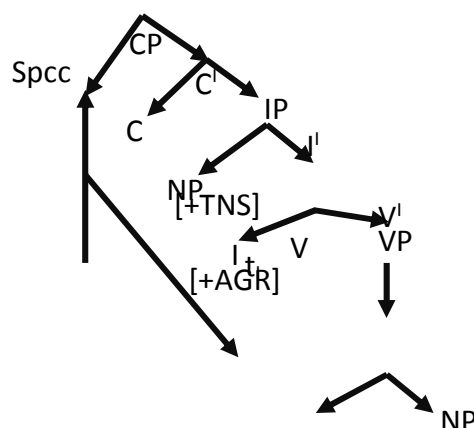
Example:

D-Structure (extraction site)



Wh-element in-situ position

S-Structure (Landing Site)

**Review of Related Literature**

This section of the paper reviews related works by some Igbo scholars on interrogative words. Uwalaka (1997, p. 90) posits that languages including Igbo exhibit two question types: Yes/No questions and Wh-Questions'. Ikekeonwu (1987, p. 20) identifies three categories of interrogative constructions in Igbo, namely the Definitive Answer Questions (DAQ), the Nominal-Answer Questions (NAQ), and the Tag Questions (TQ). Ikekeonwu's Definite-Answer Questions (DAQ) and Nominal Answer Questions (NAQ) correspond to Uwalaka's Yes/No Questions and Wh-Questions, respectively. Uwalaka (1987) does not treat Ikekeonwu's Tag Questions. On the other hand, the Yes/No Questions or DAQ and the Wh-Questions or NAQ have a high frequency of usage in Igbo. They form our core subject matter in this study.

Uwalaka (1997) states that 'Yes/No Questions are so called because in response to these questions, the addressee can simply say 'yes' or 'no'. In Igbo, this type of question is usually realized with verbal constructions in which morpho-tonal and structural changes in the constituent elements of the sentence are apt to initiate a question. In Igbo, some dialects such as Òwèrè, Òhùhù and Òlú initiate the question with a subject pronoun on a low tone and if the subject NP is a noun, a corresponding *resumptive* pronoun on a low tone is necessarily introduced after the NP, in the sentence.

However, Ikekeonwu (1987, p. 22) indicates that the above pattern of question construction does not apply to all Igbo dialects. Citing Emenanjo (1979), Ikekeonwu argues that in some other Igbo dialects, especially those of Ágúátā and Njikókà areas, it is possible to have '... a low tone harmonizing with elements occurring all through irrespective of what the NP(s) is' (Ikekeonwu 1978, p. 23). Uwalaka (1997, p. 91) states that 'Wh-Questions are questions that necessarily involve the use of interrogative words. In such questions, the addressee replies with a statement rather than 'Yes' or 'No' which would have sufficed as an answer if the question were of the Yes/No-type'.

Uwalaka further states that ‘in modern grammatical analysis, such questions are referred to as Wh-questions because in English, the relevant question words all start with Wh- (who, what, where, when)’. Ikekeonwu refers to Wh-Questions as Nominal-Answer Questions (NAQ). In Igbo as in other languages, the interrogative words do not necessarily begin with Wh-as in English. In this paper, we shall limit our study to the syntactic behaviour of Igbo interrogative words in modern Igbo usage. Emenanjo (1978, p. 68) made an inventory of ‘recognized’ interrogative words in Igbo language, as well as their dialectal equivalents which he listed in the brackets below:

- i. àñáá (àgháá; àghí; àghí) ‘How?’
- ii. chúmò (chúmà) ‘which? Who? ‘which’
- iii. èbéē (nnéē; kóólē, òlér; èyé) ‘where?’
- iv. gíní (ngíní, ngéní; gúní, kíní, níní) ‘what?’
- v. kédú (kèdí) ‘How (about)?’
- vi. kóónē (kóólē) ‘How (about)? ‘where?’
- vii. ndíí (ndáá; ndéē; ndúú; ndúghú) ‘which?’ ‘Where?’ ‘What?’ How
- viii. òlé (òné) ‘How much? ‘how many?’ ‘When?’
- ix. òléē (èléē) ‘where?’ which? ‘How?’ ‘When?’
- x. òlǎ ‘How (about)?’
- xi. ònyé ‘who?’

Uwalaka (1997, p. 63) retains ten of the first members of Emenanjo’s eleven groups of interrogatives (although she has two items each for *àñáá/làgháá* ‘How?’ and *chúmòchúmò* ‘which’). She however omits Emenanjo’s *Kóónē/kóólē* from her own list. Neither Emenanjo nor Uwalaka includes *òlénkè/òlèkè*, òné ‘which?’ Emenanjo reflects *kóólē* but interprets it as ‘where?’ He omits its variant *nkéólē*. Yet these interrogative words are widely used in Igbo. Ikekeonwu (1987 p.25) identifies four types of interrogatives (see ahead). In this paper therefore, we shall add them to those of Emenanjo (1978, p. 67) and Uwalaka (1997, p. 63) which we consider appropriate and current for the purposes of this discourse. We shall classify the interrogatives according to their semantic affinity before proceeding to analyse their syntactic behaviours. Ikekeonwu (1987, p. 25) discusses Igbo interrogative under ‘four main types.

- i. kédú? ‘How/’where?’
- ii. òléē? ‘what?’/where?’
- iii. ònyé? ‘who?’
- iv. gíní ‘what?’

We notice that each of Ikekeonwu’s four groups contains one interrogative word.

Without prejudice to Ikekeonwu’s grouping, we shall classify Owere-Igbo interrogatives into six groups with respect to their semantic affinity. They are as follows:

- | | | | |
|--------------------------|---------------|----------|-----------------|
| I. a) òléē? “Where?” | II. a) àgháá? | } “How?” | III. a) nkéólē? |
| | b) àñáá? | | b) kóólē? |
| | c) kédú? | | |
| | d) ndáá? | | |
| IV. òlé? ‘How many/much’ | | | |
| V. níní? ‘What?’ | | | |
| VI. ònyé? ‘Who?’ ‘Whom?’ | | | |

A glance at the six groups of Igbo interrogatives shows that they do not have equal number of words in all the groups. Our inventory in this study based on data from the dialect being investigated is by no means exhaustive but it takes into consideration most of the interrogatives which are peculiar among contemporary Owerre Igbo speakers. It is pertinent to note that Ikekeonwu's classification is identical with ours except that our classification has additional two groups (III and IV) to cater for interrogations about 'how much'/'how many' and 'which one' which are important in Owerre Igbo interrogation.

Data Analysis

In this section, we shall examine the syntactic behaviour of individual members of the six groups of Owerre Igbo interrogatives in interactive usage.

Group 1 Òlélé? 'Where?'

This interrogative can feature in a number of syntactic structures in Owerre Igbo as follows: Here, òlélé stands on its own meaning 'where (are you going)'. For example:

- 1a. Ì jè òlélé
Pr.N gopres QW
'where (are you going)?'

The sequence of *olee* and *ebe* with a noun phrase has the value of asking locative questions. For example:

- b. Òlélé ébé Ibe jèrè?
QW locative Pr.N gopst
Where did Ibe go

2a Èbéé Ìbè? Question 1b here is ungrammatical in Owerre Igbo. In this type of question, the addressee interrogates the addressee on the whereabouts of a third party.

In a question construction, the interrogative òlélé can be placed after the verb as locative complement as shown below:

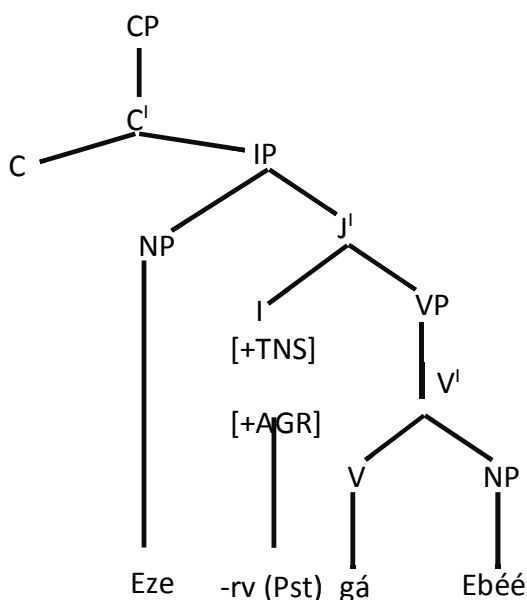
- | | | | |
|---|-----------------------------|-----------------------|--|
| b | [NpHà IP [Vpjèrè [Np òlélé] | b1. Deep structure | b2 Surface structure |
| | Where did they go? | Hà jèrè òlélé | Òlélé kà há jèrè |
| | | They gopst where? | Where they gopst? |
| | | They went where? | Where did they go? |
| | | [Cp [IPHà jèrè òlélé] | [CpÒlélé[C ¹ kà[IPHá jèrè ti] |

In the example, we observe that the second person subject plural, *hà* (they), is on a low tone which initiates the question. Also, in (2b1) there is no syntactic movement, whereas in (2b2) the wh-word òlélé 'where' has undergone move-a leaving its extraction site to comp initial position as shown on the tree diagram in 3a. From our examples in 2b1 and 2b2, question construction òlélé can be placed after a verb as a locative complement as in 2a and can be moved to sentence initial position as in 2b. Interestingly, both question constructions are grammatical and understandable in Owerre Igbo.

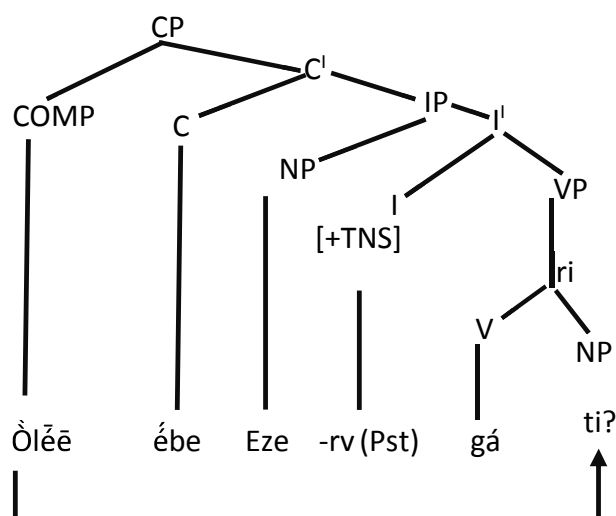
c. In a topicalised question structure, the interrogatives can be moved to sentence initial position followed by the locative marker *ébe* and only òlélé is appropriate for this usage as shown in example in 13: [Npòlélé [locébé[NpÉzè[Vpjèrè] Where did Eze go?

3a Deep structure

Ézè jèrè òlèē?
 Eze go where?
 Eze went where?
 [Cp[IP Ézè jèrè òlèē]

3b D-structure**4a. Surface structure**

Òlèē ébé Ézè jèrè?
 Where that Eze go?
 Where that Eze go?
 [CPòlèē[c^{ébé} [IP Ézè jèrè]

4b S-structure**Group 2 Àgháā?, Kpóólé, Ñdáà, Òlìà? ‘How?’**

These interrogatives can be used in the following syntactic structures:

- As in the case of Group 1 interrogatives, in appropriate communicative contexts such as when two familiar persons meet anywhere, only *kèdú*, *òlìà* and *ndáà* as a group 2 interrogatives in Owere Igbo can stand as a sentence of its own and can thus be used to inquire for instance, about the addressee's general welfare-health, family, profession etc. They can also stand for salutation in a ritualistic context. For example: Òlìà? kèdú? and Ñdáà?; are acceptable but Àgháā? is not.

- b. Also, only *àgháā* interrogative can commute with the first NP in a serial verb construction asking the question ‘how’. Examples:

5. [NpóIP[Vpshirì][NpÀbá[Vpgá[NpÒnìchà] 6. [NpóIP[Vpshirì][Npàgháā[Vpgá[NpÒnìcha]
 Ò shirì Àbá gá Ònìchà? Ò shirì àgháā gá Ònìchà?
 S/he from Aba go Anicha? ‘S/he from how go Onitsha?
 ‘Did S/he go from Aba to Onitsha? How did S/he go to Onitsha?

In the above examples, (5) is a question construction without an interrogative while (6) is a question construction with an interrogative word. We observe that *àgháā* can commute with Aba as the first NP in the sentence. The other interrogative *òlìà* cannot commute with *àgháā* in example 6 without change in meaning.

- c. In a focalized serial verb structure, the *àgháā* interrogative can be moved to the left-most edge of the sentence followed by the focus marker *ka*. Examples:

7. [NpÀgháā IP[fockà][NpÉzè[Vpshirì[Vpjé[NpÒnìchà]
 How did Eze go to Onitsha?
 Àgháā kà Ézè shirì jé Ònìchà?
 ‘How that Eze did go Onitsha?
 ‘How did Eze go to Onitsha?

The other interrogative of the group *òlìà* can commute with *àgháā* in (6) without change in meaning. It is pertinent to state that *òlèē* in group 1 is frequently used in this environment to convey the same meaning in the dialect.

Group 3 *kéōlé?/nkéōlé?* ‘which’

These interrogative words can be used in the following question syntactic structures.

- a. As in the case of Groups 1 and 2 above, the interrogatives of the group can constitute questions in some communicative contexts as shown in the examples that follow:

8. **Locator:** Éwú ányī ánwúōlá
 Goat our die-perf
 Our goat has died

9. **Interlocutor:** (whoever wants to know the identity of the goat Can ask: ‘keole?/nkoole?’ which means ‘which one?’. The locator can identify the dead goat for that the interlocutor to understand.

- b. In a verbal construction, *kéōlé* as an equivalent of *nkéōlé* can occur in-situ, i.e. in object position to realize a kind of question. If a subject NP noun is used, its resultant resumptive pronoun carries a low tone while the noun NP reserves its lexical tones, as seen already. In similar structures. This type of question is context dependent. Its purpose is to seek clarification. This is shown in example 10 below:

10. [NpÉzè IP[Vpkùwàrà][Npèfé rē] Eze broke a plate.

An interlocutor who wants to know whose plate or which plate was broken may simply ask:

11. [NpÉzè IP[NpÓ[Vpkùwàrà][Npèfèrē] 12 [NpÒVpkùwàràNpkóólē]
 Did Eze break of plate? Which one did he break?

It is important to state that *kóólé* are often used in rapid utterances than *̀̀kéólé*. The interrogatives of the group can also be moved to sentence initial position in verbal questions constructions followed by the focus marker *kà*, then the subject NP (noun or pronoun) and the verbal form.

Example:

13. [Npkóólē IP[fockà[únùpl[Vphùrù]
 which one, did, you, see?
 13a. Ì hùrù kéólé
 You see pst which one?
 14 [Npkóólē IP[fockà[NpÓ[Vphùrù]
 14a. Ò hùrù kóólé
 S/he see pst which one?
 which one did she see?
 Which one did he/she see?
 15. [NpkóólēIP[fockà[Npí[Vphùrù]
 15a. Ì hùrù ̀̀kéólé?
 You see pst which one?

An important exception occurs in the use of *kéólé* and *̀̀kéólé* in which case the focus marker is often omitted otherwise the sentence is ungrammatical. Sentences 13-14 are surface structures of their respective deep structures in 13a-14a nkeole where moved to sentence initial positions from their underlying in-situ positions.

16. [Npòlè̀̀kè IP[Npó[Vphùrù]
 which one did S/he see?

We observe that in the example above (13-14), the NP (noun or personal pronoun) retains its inherent tones. Similarly, in examples (15-16), the subject pronoun) retains its inherent lexical tones.

Group 4 òlé? /òné? ‘How many?’ ‘How much?’

These two interrogatives are widely used as free variations, but whereas *òné* is typical of Onitsha dialect, *òlé* is characteristic of Owere Igbo dialect. They may signify ‘How much?’ or ‘How many?’ depending on the context of usage. They can feature in a number of syntactic in the structures as in the following.

In a non-verbal question construction, *ole* or *one* can be used alone to ask for the price of a commodity in a shop or marketplace. For example, a buyer points to a dress put up for sale in a shop and asks:

17. Òlé?
 How much?

The seller will no doubt start negotiating with the buyer until a price is reached. It is crucial to note the important role of body language in explaining the unspoken yet understood parts of the question in these situations.

- a. In a verbal construction, *òlé* can be placed in apposition with a suitable NP (noun or pronoun) to ask for how many or how much. For examples:
18. *jí* *òlé?*
 Yams Qw
 How many yams
19. *Égbè* *òlé?*
 Guns QW
 How many guns
20. *Égó* *òlé?*
 Money QW
 How much (money)?

In the above nominal phrases, we notice that the tonal changes between the interrogatives and the NPs are akin to those of associative constructions.

Example:

- 21a. (Associative construction): *Jí* + *Ùbá* *Jí Ûbá*
 Yam Pr.N *Ùbá's yam(s)*
- b. (Interrogative): *Jí* + *òlé* *Jí òlé?*
 How many yams

In each of the examples (23) and (24) the low tone of the 2nd item is raised to down-step. However, the tonal modifications depend on the tonal morphology of the two terms. For example, see (22) where Egbe + ole Egbe ole?

The interrogatives *ole* and *one* can occur in-situ in object position in a verbal syntactic question construction. If the subject NP is a noun, it generates a resumptive pronoun on a low tone as seen in similar cases. This construction is implicit and context dependent. Even if the question word is moved from its in-situ to sentence initial position based on the principles of GB it is still grammatical.

Example.

22. [NpÉzè IP[Npò[Vpchòrò [Npòlé]
 How many does Eze want?
23. [NpÒ[Vpchòrò [Npòlé]
 How many does he/she want?
- b. This is a situation akin in some way to (c) above. Here though, the verbal syntactic question construction is explicit wherein the questioned constituent and the question word (*ole* or *one*) form a separate unit. Example:
24. [NpÓIP[Vpgbùrù [Npéhi]
 Did he kill cow?
25. [NpÒ IP[Vpgbùrù [Npéhi[Npòlé]
 How many cows did he kill?
- c. In focalization, the interrogatives *òlé* can be moved to sentence initial position followed by the focus marker *kà* and the other constituents of the sentence. In this case, the NP noun does not generate a presumptive pronoun.

Example:

26. [Npòlé IP[fockà [NpŬbá[Vpzùrù]
How many did Uba buy?
27. [Npòlé IP[fockà [Npó [VPzùrù]
How many did he/she buy?
28. [NpÉhí IP[ólé[fockà [Npó[Vpzùrù]
How many cows did he buy?

We notice that whereas examples (26) and (27) are implicit, (28) is explicit because of the questioned element ehi.

Group 5 Nínĩ? What?

This group consists of only one interrogative word, *nínĩ* with a distinctive morphological structure high down-step. Whereas all other interrogatives start with initial low tone, *nínĩ* starts with initial high tone. Quoting Goldman (1981), Uwalaka (1997, p.72) postulates that either *nínĩ* could have been a borrowed and corrupted form of the Yourba question word, *kini*, which also means ‘what?’ or that both of them could have originated from a common source-the Kwa group to which Igbo and Yoruba belong in the New Benue Congo family. *Nínĩ*, like the interrogatives studied so far, has its own syntactic peculiarities.

29 *Nínĩ* can be used as an exclamation or interjection to express a strong feeling such as shock, surprise, or pain. For example, someone who suddenly learns that his close friend or relative has died or that he has failed an examination he was hoping to pass may likely exclaim:

30. Nínĩ? What?

Nínĩ can occur in-situ in object position and if NP noun subject is used, it generates a resumptive pronoun on a low tone. Example:

31. [NpiÉzèIP [Npò[Vprìrì[Npi nínĩ]
What did Eze eat?
32. [NpiNínĩ[Vpgbùrù[NpÉzè]
What killed Eze?
33. [NpiNínĩ[Vpmèrè[Npyà]
What happened to him?

a In focalization, *nínĩ* can be moved to the left-most edge of the sentence plus the focus marker *kà*, then the subject NP, and lastly the verb. If the subject NP is a noun, it does not generate a resumptive pronoun. Example:

34. [NpNínĩ IP[fockà[NpŬbá[Vprìrì]
What did Uba eat?
35. [NpNínĩ IP[fockà[Npó[Vprìrì]
What did he eat?

In the above examples, the NPs retain their lexical tones.

Group 6 Ònyé? ‘who?’

This interrogative is uniquely used with human referents. Etymologically, *ònyé* appears to have been derived from the lexical item, ‘ònyé’ ‘person’ with high-high inherent tones. The initial low tone on the interrogative word, *ònyé* is according to Uwalaka (1997p 92) ‘similar to the low tone on Igbo pronouns used to signal Yes/No questions.’ *Ònyé* contrasts with the interrogative *níní* in the sense that the latter is only applicable to non-humans, inanimate objects and abstract ideas. However, *ònyé* can be used in the following syntactic non-verbal and verbal question constructions.

- a. In appropriate communicative contexts, the juxtaposition of *ònyé* with an NP noun in the order *ònyé* NP noun can stand for a type of question used, for instance to clarify a doubt about something. The following short dialogue will exemplify:
36. [Npmóttò[Vpgbùrù[Npéwú[Apùnyùàhù]
A car killed a goat yesterday.
37. (Interlocutor-*anxious* to know whose goat): a. Éwú ònyé?
Whose goat?

In the above examples, (36) is a declarative implicit statement in which the identify of owner of the dead goat is left undeclared while in (37), the interlocutor seeks to know whose goat it was that was killed by asking the question ‘Whose goat?’

- b. *Ònyé* can occur in sentence initial position in a verbal syntactic question construction similar to the *níní* (see 48-49). Example:
38. ònyé biàrà?
QW come-FT
Who came?
39. [NpÒnyé[Vphùrù[NpÉzè]
Who saw Eze?
40. [Npònyé[vpkpòrò[Npgí]
Who called you?
- c. Like *níní*, *Ònyé* can occur in-situ in object position and if an NP noun is used, it generates a resumptive pronoun on a low tone example:
41. Kèdú ónyé kà Ézè gbùrù - ?QW
QW Who FOC Eze Kill-FT NC

In the preceding examples, we notice that in (57), *onye* as a generic head nominal bears the same tones –HH- as the lexical item *ónyé* person instead of those of the interrogative word *ònyé* –LH-.

42. kèdú ónyé Ézè gbùrù?

(41) is ungrammatical because *onye* is used as an interrogative word ‘who’ instead of generic head nominal, *ònyé*.

In (41), the use of the focus marker *kà* is redundant and renders the sentence ungrammatical since *kèdú* supersedes it as interrogative and focus marker. Ndimele (2003p.851) adds that one reason (41) is ungrammatical may be that ‘ònyé’ ‘person’ and *kà* occupy the same position, i.e., both serve as the head of the maximal project CP, while *kedu*, as an interrogative word, occurs as the specifier of CU”.

Conclusion

In this study, we have tried to classify the syntactic behaviour of Owerre Igbo interrogative words especially those frequently used in the dialect. For pedagogical and practical reasons, we classify the interrogatives into six semantic groups in order to facilitate the study of their individual syntactic behaviours.

Our study reveals that members of the same semantic group do not always feature in identical syntactic environments. The work also shows clearly how Igbo interrogative words can, in non-verbal constructions plus appropriate forms. It is also evident that from the various QW syntactic constructions that Wh-questions occur in-situ in Owerre Igbo and can be voluntarily moved to sentence initial position. The head position of QW is characteristic of focalization or emphatic construction in the language. We also see a case where a few of the interrogatives, precisely Group 2 (except kedu) are found to feature in serial verb constructions.

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Appendix

Table 1. Primary Sources-List of Informants

S/N	Names	Sex	Age	Status	Dialect Spoken	Date of interview
1	Nwagbara Onyema	M	68	Retired civil Servant	Owere	7/07/2023
2	Rose Okere	F	62	Farmer	Owere	16/09/2023
3	Okoro Nkechi	M	70	Farmer	Owere	12/04/2023

None structured questionnaire for collection of data on syntactic behaviour of igbo interrogative words.

Section A

What are Igbo equivalents of the following English question words in your dialect?

- What?
- Who?
- Why?
- How?
- Which?
- Where?
- How much?
- How many?
- Which one?

Section B

When and how can one use these question structures in interacting with others in the language?

For example:

- Where did Eze go?.....
- Who did Eze Kill?.....
- Where is Ibe?.....
- Where did they go?.....
- How much, how many?.....
- Where is Ibe?.....
- How many yams?.....
- How many guns?.....
- How did he go to Onitcha from Aba?.....
- Where did she go?.....

**SAMPLES OF RESPONSES TO THE NONE STRUCTURED QUESTIONNAIRE FOR
COLLECTION OF DATA ON SYNTACTIC BEHAVIOUR OF IGBO INTERROGATIVE
WORDS.**

Section A

What are Igbo equivalents of the following English question words in your dialect?

- j) What? Níní
 - k) Who? Ònyé.....
 - l) Why? Màkà níní
 - m) How? Kèdú
 - n) Which? Nkóólē.....
 - o) Where? Òlé
 - p) How much? Òlé
 - q) How many? Òlé.....
 - r) Whichone? Nkóólē.....

Section B

When and how can one use these question structures in interacting with others in the language?
For example:

- 11. Where did Eze go? When making enquiry about someone's whereabouts
- 12. Who did Eze Kill? To ascertain the killer of
- 13. Where is Ibe?.....
- 14. Where did they go?.....
- 15. How much, how many?.....
- 16. Where is Ibe?.....
- 17. How many yams?.....
- 18. How many guns?.....
- 19. How did he go to Onitcha from Aba?.....
- 20. Where did she go?.....