

TURKISH

AUTHOR'S FOREWORD


Turkish Basic Course, Units 1-30 is based in varying degrees upon a number of draft versions of FSI's Turkish language training materials. Since some of these versions received fairly wide circulation beyond FSI and were duplicated for a variety of programs both within the government and outside, some detailed tracing of the development of the present text is required both to give credit to those whose work is built upon and to acquaint the potential user with the relation between the current text and those of its precursors which he may have seen before.

Units 1-15 of the present work incorporate some of the dialog and drill materials of the 1959 Turkish Basic Course, Units 1-5 by Carleton T. Hodge and Mualla (Agralı) Peck, which was distributed for some time in multilith form by the Center for Applied Linguistics. That text was extensively revised with new notes by the undersigned and drills by Mrs. Peck and was printed in 1961 as FSI Turkish Basic Course, Units 1-5. This book was never published for general distribution but was reprinted for various government training programs. Single copies made available to universities may have formed the basis for wider use. For the present edition, these units were renumbered, rearranged and extensive revisions and additions made to the dialogs, notes and drills.

Units 16-28 incorporate certain dialog materials going back more than a decade to a course prepared at FSI by Mualla Atlamaz and Ismet Başay under the direction of Naomi Pekmezian. Extensively revised and with new notes and drills by the undersigned and Mrs. Peck, these materials formed the basis for Units 6-10 as used at FSI and reproduced in the volume Turkish Basic Course, Units 6-15 by Princeton University for the Inter-University Summer Program in Middle Eastern Languages in 1962. Further revised and with additional drills by Perran Soleau these materials appeared as FSI Turkish Basic Course, Units 6-10 in a printed version in 1963. This book, again, was not published for general sale but did receive considerable circulation and use in and out of government. For the present edition Units 6-10 have undergone renumbering, rearrangement, revision and supplementation of dialogs, notes and drills.

Units 29 and 30 incorporate some material from Unit 11 of the earlier versions of FSI Turkish materials, together with considerable new material.

The writers of the present text are clearly indebted to those whose names are mentioned above. However, the book as it appears is solely the responsibility of Selman Agralı, Turkish Instructor and the undersigned.


Lloyd B. Swift

Coordinator of Program Development
School of Language Studies

BASIC COURSE

TABLE OF CONTENTS

Introduction:

| | |
|-------------------------------|-------|
| Introduction for the Student. | XVII |
| Introduction for the Teacher. | XXIII |

Unit 1

| | |
|---------------------------|---|
| 1.0 Dialog: Good Morning | 1 |
| 1.1 Note: Special Symbols | 2 |

Unit 2

| | |
|---|---|
| 2.0 Dialog: Good Evening | 4 |
| 2.1 Note: Pronunciation | 5 |
| a. The Alphabet and phonemic system. | 5 |
| b. General Hints on the Pronunciation: Vowels | 6 |
| 2.2 Pronunciation Drills on Vowels | 8 |

Unit 3

| | |
|-----------------------------------|----|
| 3.0 Dialog: Goodbye, Goodnight | 11 |
| 3.1 Note: /r/ | 12 |
| 3.2 Pronunciation Drills on /r/ | 12 |
| 3.3 Note: /l ɫ/ | 13 |
| 3.4 Pronunciation Drills on /l ɫ/ | 13 |

Unit 4

| | |
|--|----|
| 4.0 Basic Sentences: Classroom Expressions | 16 |
| 4.1 Note: Syllabification | 18 |

Unit 5

| | |
|---|----|
| 5.0 Dialog: Where's the Hotel? | 20 |
| 5.1 Variation Drills on Basic Sentences | 22 |

TURKISH

| | | |
|--------|--|----|
| 5.2 | Note: Consonants | 24 |
| | a) /k ḳ g ğ/ | 24 |
| | b) /t d n/ | 24 |
| | c) /p t k ḳ ç/ | 24 |
| 5.3 | Pronunciation Drills on Consonants | 24 |
| Unit 6 | | |
| 6.0 | Dialog: 'Is there a Restaurant?' | 30 |
| 6.1 | Variation Drills on Basic Sentences | 31 |
| 6.2 | Note: Basic Turkish Structure | 32 |
| 6.3 | Grammar Drills on Basic Turkish Structure | 34 |
| 6.4 | Note: /v̄ár/ | 34 |
| 6.5 | Grammar Drills on /v̄ár/ | 35 |
| 6.6 | Numbers Above Ten | 36 |
| Unit 7 | | |
| 7.0 | Basic Sentences: Classroom Expressions | 37 |
| 7.1 | Note: Plural Suffix /lér/, /-lár/ Four Vowel Harmony | 38 |
| 7.2 | Note: /dir/ and the word-order of 'modification' | 40 |
| Unit 8 | | |
| 8.0 | Dialog: 'Where is there a Gas Station?' | 41 |
| 8.1 | Variation Drills on Basic Sentences | 43 |
| 8.2 | Note: High Vowel Harmony | 44 |
| 8.3 | Note: The Two Kinds of Vowel Harmony Compared | 45 |
| 8.4 | Note: The Infinitive Suffix {-mák} | 47 |
| 8.5 | Note: Word Stress in Turkish | 47 |
| 8.6 | Pronunciation Drill on Word Stress | 48 |
| Unit 9 | | |
| 9.0 | Dialog: 'At the Gas Station' | 51 |
| 9.1 | Variation Drill on a Basic Sentence | 52 |

BASIC COURSE

| | | |
|---------|---|----|
| 9.2 | Note: 'I [am]', 'you [are]' etc. suffixes to the predicate: {-(y)1m} , {-siníz} , {-(y)1z} | 53 |
| 9.3 | Note: Interrogative suffix {-m1} | 54 |
| 9.4 | Grammar Drills on Personal 'Additional Information' Predicate Suffixes | 55 |
| 9.5 | Grammar Drills on the Interrogative Suffix {-m1} | 60 |
| Unit 10 | | |
| 10.0 | Basic Sentences: Classroom Expressions | 62 |
| 10.1 | Variation Drill on a Basic Sentence | 64 |
| 10.2 | Note: Imperative | 64 |
| 10.3 | Grammar Drill on Imperatives | 66 |
| 10.4 | Note: {-ma} Negative Verbal Extension | 66 |
| 10.5 | Drill: Negative Imperatives | 68 |
| 10.6 | Note: Participles: Suffix {-íyor} | 68 |
| 10.7 | Grammar Drills on the Participle in {-íyor} | 71 |
| 10.8 | Review Drill on /bir/ | 75 |
| 10.9 | Narrative Drill | 75 |
| Unit 11 | | |
| 11.0 | Dialog: 'Can You Help Me?' | 76 |
| 11.1 | Note: ħ | 78 |
| 11.2 | Pronunciation Drills on ħ | 79 |
| 11.3 | Note: Participles, Suffix {- (á, í)r} | 80 |
| 11.4 | Grammar Drills on {- (á, í)r} | 83 |
| Unit 12 | | |
| 12.0 | Dialog: 'Getting the Cab' | 87 |
| 12.1 | Variation Drills on Basic Sentences | 88 |
| 12.2 | Note: {-da} 'also' | 89 |

TURKISH

| | | |
|---------|--|-----|
| 12.3 | Grammar Drills on {-da} | 90 |
| 12.4 | Note: Noun 'Relational' Suffix {-dâ} | 90 |
| 12.5 | Grammar Drill on {-dâ} | 91 |
| 12.6 | Note: Noun Relational Suffix {-(y)â} | 91 |
| 12.7 | Grammar Drill on {-(y)â} | 92 |
| 12.8 | Note: Noun Relation Suffix {-dân} | 93 |
| 12.9 | Grammar Drill on {-dân} | 94 |
| 12.10 | Note: {-ra-} | 95 |
| 12.11 | Grammar Drill on {-ra-} | 95 |
| 12.12 | Note: The Negative Participle with Suffix {-mâ(z)} | 96 |
| 12.13 | Grammar Drills on {-mâ(z)} | 97 |
| 12.14 | Narrative Drill | 103 |
| Unit 13 | | |
| 13.0 | Dialog: 'The Cab Ride' | 104 |
| 13.1 | Variation Drills on Basic Sentences | 106 |
| 13.2 | Note: Pronunciation of /h/ | 107 |
| 13.3 | Drills on /h/ | 108 |
| 13.4 | Note: Possessive Suffixes | 109 |
| | a) Possessed Suffixes | 109 |
| 13.5 | Drill on Possessed Suffixes | 112 |
| 13.6 | Note: 'Possessor' Suffixes | 114 |
| 13.7 | Grammar Drill on Possessor Suffix | 116 |
| 13.8 | Drills on Possessive Constructions | 116 |
| 13.9 | Correlation Drills on Possessive Forms | 120 |
| Unit 14 | | |
| 14.0 | Dialog: 'At the Consulate' | 121 |
| 14.1 | Variation Drill on a Basic Sentence | 122 |
| 14.2 | Turkish Equivalent of 'Have', /var/ and /yok/ | 123 |

TURKISH

| | | |
|---------|---|-----|
| 27.4 | Grammar Drills on Comparisons | 291 |
| 27.5 | Note: The Use of <u>en</u> and of the Possessed Suffixes in the Superlative. | 291 |
| 27.6 | Grammar Drills on <u>en</u> 'most' etc. | 292 |
| 27.7 | Narrative Drill | 294 |
| Unit 28 | | |
| 28.0 | Dialog: 'At Bülent's House' (continued) | 295 |
| 28.1 | Questions on the Dialog and Related Questions | 297 |
| 28.2 | Note: {-cık} | 297 |
| 28.3 | Grammar Drill on {-cık} | 297 |
| 28.4 | Note: {-(y)sa} Real Conditional Enclitic | 298 |
| 28.5 | Grammar Drills on {-(y)sa} | 300 |
| 28.6 | Note: {-(y)sa} Following Question Words '----ever': | 306 |
| 28.7 | Grammar Drills on <u>neredeys</u> | 307 |
| 28.8 | Narrative Drill | 307 |
| Unit 29 | | |
| 29.0 | Dialog: 'Admiring the Home' | 308 |
| 29.1 | Questions on the Dialog and Related Questions | 310 |
| 29.2 | Vocabulary Drills | 311 |
| 29.3 | Variation and Review Drills and Exercises | 312 |
| 29.4 | Narrative Drill | 314 |
| 29.5 | Note: Verb Base + {-(y)á} + /bil-/: The Positive Abilitative Verbal Extension | 314 |
| 29.6 | Grammar Drills on the Positive Abilitative Verbal Extension | 315 |
| 29.7 | Grammar Drills on {-(y)á} + /bil-/ + {-dí} 'Past' | 318 |
| 29.8 | Grammar Drills on Abilitative + {-íyor} : Present Habitual Ability to do the Action | 318 |

BASIC COURSE

Unit 25

| | | |
|------|---|-----|
| 25.0 | Dialog: 'Taking Leave' | 272 |
| 25.1 | Vocabulary Drill | 273 |
| 25.2 | Questions on the Dialog and Related Questions | 273 |
| 25.3 | Note: Verbal Noun with Suffix {-má} | 273 |
| 25.4 | Grammar Drills on the Verbal Noun with Suffix {-má} | 274 |
| 25.5 | Note: Verbal Noun with Suffix {-má} as Direct Object | 275 |
| 25.6 | Grammar Drills on the Verbal Noun with Suffix {-má} as Direct Object | 275 |

Unit 26

| | | |
|-------|---|-----|
| 26.0 | Dialog: 'An Invitation' | 278 |
| 26.1 | Vocabulary Drills | 280 |
| 26.2 | Questions on the Dialog and Related Questions | 280 |
| 26.3 | Note: Omission of Possessed Suffixes on Certain Possessive Constructions | 281 |
| 26.4 | Note: Phrase Final Suffix {-(y)ken} | 281 |
| 26.5 | Grammar Drills on {-(y)ken} | 282 |
| 26.6 | Note: The General Verbal Conjunctive Suffix {-(y)íp} | 285 |
| 26.7 | Grammar Drills on {-(y)íp} | 286 |
| 26.8 | Note: Interjectives with <u>ne</u> 'what': | 286 |
| 26.9 | Grammar Drill on Interjectives with <u>ne</u> | 287 |
| 26.10 | Narrative Drill | 287 |

Unit 27

| | | |
|------|---|-----|
| 27.0 | Dialog: 'At Büllent's House' | 288 |
| 27.1 | Vocabulary Drills | 289 |
| 27.2 | Questions on the Dialog and Related Questions | 290 |
| 27.3 | Note: Comparison with and without <u>daha</u> | 290 |

TURKISH

| | | |
|---------|--|-----|
| 22.2 | Questions for Discussion | 241 |
| 22.3 | Note: The Verbal Noun with Suffix {-dík} | 242 |
| 22.4 | Grammar Drills on the Verbal Noun with Suffix {-dík} | 243 |
| Unit 23 | | |
| 23.0 | Dialog: 'At the Office' | 247 |
| 23.1 | Vocabulary Drills | 249 |
| 23.2 | Questions on the Dialog and Related Questions | 249 |
| 23.3 | Note: Suggestions in First Person, Requests for Third Person Action, with Suffixes {-(y)á} plus {-yím}, {-lím}, and {-sín} | 250 |
| 23.4 | Grammar Drills on {-(y)á} + {-yím} | 252 |
| 23.5 | Grammar Drills on {-(y)á} + {-lím} | 253 |
| 23.6 | Grammar Drills on Third Person Suggestions on Requests with Suffix {-sín} | 256 |
| Unit 24 | | |
| 24.0 | Dialog: 'At the Office' (continued) | 258 |
| 24.1 | Vocabulary Drills | 259 |
| 24.2 | Note: {-lík} | 262 |
| 24.3 | Grammar Drill on {-lík} | 262 |
| 24.4 | Note: {-cí} | 263 |
| 24.5 | Grammar Drill on {-cí} | 264 |
| 24.6 | Grammar Drill on {-cí} + {-lík} | 265 |
| 24.7 | Note: {-(y)án} | 265 |
| 24.8 | Grammar Drills on {-(y)án} | 266 |
| 24.9 | Note: {-dán} -----beri | 270 |
| 24.10 | Grammar Drills on {-dán} -----beri | 271 |

BASIC COURSE

| | | |
|---------|---|-----|
| 19.4 | Questions on the Dialog and Related Questions for Discussion | 205 |
| 19.5 | Grammar Drills on {-mıŝ} 'Reported Past' without Personal Suffix | 206 |
| 19.6 | Grammar Drills on {-(y)mıŝ} | 207 |
| 19.7 | Drill on {-mıŝ} + {-(y)dı} | 212 |
| 19.8 | Review Drill on {-(á,ı)r} + {-mı} + {-sınız} | 212 |
| Unit 20 | | |
| 20.0 | Dialog: 'Let's Send Our Best Wishes' | 213 |
| 21.1 | Vocabulary Drills | 214 |
| 20.2 | Questions on the Dialog and Related Questions | 219 |
| 20.3 | Note: Suffix {-dır} | 219 |
| 20.4 | Grammar Drills on {-dır} Following Certain Expressions of Probability | 221 |
| 20.5 | Narrative | 224 |
| Unit 21 | | |
| 21.0 | Dialog: 'At the Station' | 225 |
| 21.1 | Vocabulary Drills | 226 |
| 21.2 | Questions for Discussion | 227 |
| 21.3 | Note: Verbal Noun with Suffix {-(y)ácák} | 227 |
| 21.4 | Grammar Drills on the Verbal Noun with Suffix {-(y)ácák} | 228 |
| 21.5 | Note: The Infinitive with Relational Suffix {-(y)á} | 236 |
| 21.6 | Grammar Drills on the Infinitive Verbal Noun with Suffix {-(y)á} | 236 |
| 21.7 | Note: The Infinitive Verbal Noun plus <u>istemek</u> | 237 |
| 21.8 | Grammar Drill on the Infinitive + /istemek/ | 237 |
| Unit 22 | | |
| 22.0 | Dialog: 'At the Station' (continued) | 238 |
| 22.1 | Vocabulary Drills | 240 |

TURKISH

| | | |
|---------|---|-----|
| 16.5 | Mixed Grammar Drills on Participles | 173 |
| 16.6 | Grammar Drills on {-(y)ácák} + {(y)dı} | 175 |
| Unit 17 | | |
| 17.0 | Dialog: 'You Must Be Tired' | 181 |
| 17.1 | Vocabulary Drills | 182 |
| 17.2 | Questions on the Dialog and Related Questions | 184 |
| 17.3 | Note: {-(y)la} , /ile/ enclitic: | 184 |
| 17.4 | Grammar Drills on {-(y)la}/ile/ | 186 |
| 17.5 | Note: Pronoun Forms Preceding {-(y)la}/ile/ | 188 |
| 17.6 | Grammar Drill on {-(y)la} with Pronouns | 188 |
| 17.7 | Grammar Drill on {-(y)la} as 'with' (of instrument) | 188 |
| Unit 18 | | |
| 18.0 | Dialog 'Meet My Friend' | 189 |
| 18.1 | Vocabulary Drills | 191 |
| 18.2 | Questions on the Dialog and Related Questions | 193 |
| 18.3 | Note: Suffix {-lí} | 193 |
| 18.4 | Note: Suffix {-síz} | 193 |
| 18.5 | Grammar Drills on {-lí} | 194 |
| 18.6 | Drills on {-lí} and {-síz} Contrasted | 195 |
| 18.7 | Additional Examples with {-síz} | 197 |
| 18.8 | Various Expressions with {-lí} and {-síz} | 197 |
| 18.9 | Narrative | 197 |
| Unit 19 | | |
| 19.0 | Dialog 'Nejat's Father is Ill' | 198 |
| 19.1 | Vocabulary Drills | 200 |
| 19.2 | Note: The 'Presumptive' Enclitic {-(y)mış} | 202 |
| 19.3 | Note: Participle with Suffix {-mıŝ} | 203 |

BASIC COURSE

| | | |
|---------|--|-----|
| 14.3 | Variation Drills on a Basic Sentence with /var/ and /yok/ | 124 |
| 14.4 | An Alternative Way of Expressing "I have" etc. | 125 |
| 14.5 | Grammar Drills on Personal Referents with {-dá} | 125 |
| 14.6 | Note: {-dán} + /memnun/ | 125 |
| 14.7 | Grammar Drill on {-dán} + /memnun/ | 126 |
| Unit 15 | | |
| 15.0 | Basic Sentences: 'Classroom Expressions' | 127 |
| 15.1 | Note: Past Suffix {-dí} | 128 |
| 15.2 | Grammar Drills on Past Suffix | 132 |
| 15.3 | Note: Position of {-m1} Relative to Personal Suffixes after {-dí} | 137 |
| 15.4 | Grammar Drills on Past (continued) | 137 |
| 15.5 | Note: {-(y)d1} Past Enclitic | 141 |
| 15.6 | Grammar Drills on {-(y)d1} | 144 |
| 15.7 | Grammar Drills on Participles + {-(y)d1} | 148 |
| 15.8 | Grammar Drills on {-(á, í)r} + {-(y)d1} and {-má(z)} + {-(y)d1} | 152 |
| 15.9 | Note: Possessive Compounds | 156 |
| 15.10 | Grammar Drill on Possessive Compounds | 156 |
| 15.11 | Note: Specific Direct Object Relational Suffix {-(y)í} | 157 |
| 15.12 | Grammar Drills on Specific Direct Object with {-(y)í} | 159 |
| 15.13 | Grammar Drills on Possessed Suffixes Plus {-(y)í} | 160 |
| 15.14 | Grammar Drills on Pronouns as Direct Object | 161 |
| Unit 16 | | |
| 16.0 | Dialog: 'Greetings' | 163 |
| 16.1 | Vocabulary Drills | 164 |
| 16.2 | Questions on the Dialog and Related Questions | 166 |
| 16.3 | Note: Participle with Suffix {-(y)ácák} | 167 |
| 16.4 | Grammar Drills on Participle with {-(y)ácák} | 170 |

BASIC COURSE

| | |
|--|---------|
| 29.9 Grammar Drills on $\{-(y)\acute{a}\}$ + /bil-/ + $\{-(y)\acute{a}c\acute{a}k\}$ | 320 |
| 29.10 Note: $\{-(y)\acute{a}\}$ + $\{-ma\}$: 'The 'Negative Abilitative' Verbal Extension | 322 |
| 29.11 Grammar Drills on the Negative Abilitative Form | 323 |
| 29.12 Grammar Drills on $\{-(\acute{a},\acute{i})r\}$ + $\{-(y)d\acute{i}\}$ and $\{-m\acute{a}(z)\}$ + $\{-(y)d\acute{i}\}$ | 325 |
| 29.13 Grammar Drills on Abilitative Forms + $\{-(y)sa\}$ | 328 |
| 29.14 Miscellaneous Grammar Drills with Abilitative Forms + $\{-(y)sa\}$ | 332 |
| 29.15 Review Drills: $\{-(y)m\acute{i}q\}$ with Nouns | 333 |
| Unit 30 | |
| 30.0 Dialog: 'Learning About the Family' | 335 |
| 30.1 Questions on the Dialog and Related Questions | 338 |
| 30.2 Narrative Drill | 339 |
| 30.3 Vocabulary Drills | 339 |
| 30.4 Note: The 'Conditional Tense' with Suffix $\{-s\acute{a}\}$ | 341 |
| 30.5 Grammar Drills on the Verbal form with Suffix $\{-s\acute{a}\}$ | 342 |
| 30.6 The 'Necessitative' Participle with Suffix $\{-m\acute{a}l\acute{i}\}$ | 350 |
| 30.7 Drills on the Participle with Suffix $\{-m\acute{a}l\acute{i}\}$ | 351 |
| 30.8 Note: Time Telling | 360 |
| 30.9 Drills on Time Telling | 365 |
| Glossary | 367 |

TURKISH

BASIC COURSE

INTRODUCTION FOR THE STUDENT

You are about to start the study of the Turkish language. Whatever your motivation for doing so, you will get greater enjoyment and satisfaction from your study if you will cooperate fully with the instructional system embodied in this course. This introduction is intended to acquaint you with the book and with the method advocated for its utilization. The Introduction for the Teacher which follows contains more detailed instructions for the use of this text. You may find it worthwhile to read that also.

The Turkish Language

Turkish is the principal language of the Republic of Turkey. It is a member, along with the related languages of Iranian and Soviet Azerbaijan and of various areas within the Soviet Union, mainly in Asia, of the Turkic group of the Altaic branch of the Uralic-Altaic language family. This Altaic branch also includes many other languages, mainly those grouped under the headings 'Mongol' and 'Manchu'.

The Turkic languages are remarkably similar in structure and even in vocabulary, at least as closely related to one another as, say, the Romance group of Indo-European languages.

The population of the Republic of Turkey is about 30,000,000, of whom the great majority are native speakers of Turkish, making Turkish by a considerable margin the largest language of the Turkic family. Among the remainder of the population of Turkey—native speakers of Kurdish, Laz, Circassian, Arabic, Greek, Armenian, Syriac and other languages—the great majority, at least of the men, have some acquaintance with Turkish. Thus this language will serve the student for communication in all parts of Turkey save the most isolated Kurdish village. In addition, substantial numbers of Turkish speakers are to be found in parts of Syria, Lebanon, Greece and Cyprus. Turkish can serve the student also as an introduction to the Turkic language family and provide him with a basis for establishing communication with Asian Turkic speakers as far east as Sinkiang Province in China and as far west as the Tatar regions on the Volga.

The Language of this Manual

The Turkish presented in this book is representative of the 'standard' speech of educated Turks in the cities and towns of Turkey. As in any country where communication has been poor until recently, in Turkey too there is considerable local variation in pronunciation and vocabulary. However, in schools all over Turkey the language you are about to learn is used and taught as the national standard and, if you learn it well, you will be speaking a tongue which has prestige throughout the country and which is understood everywhere. You may even have the experience of being told by Turks 'you speak better Turkish than I', a compliment which you should discount heavily.

The Intent and Structure of this Course

Although you will learn to read and write Turkish as you progress in this course, you will not have any formal instruction in writing, and reading of longer texts will be introduced gradually. This is because the essential skills required are to speak and to understand spoken Turkish. The writing system of Turkish is quite easy to master and fairly closely represents Turkish speech.

TURKISH

Language is a system of representation of 'ideas' and 'concepts' in formal symbols. These symbols are realized in communication as acts of speech which are communicative insofar as they can be understood by the hearer as representative of the symbolic language system which he has mastered. Interference with communication can take place at several points. The speaker may not have mastered the symbolic system so that, while what he says may be well pronounced, it will not adequately fit the language system. Again he may form sentences well in the language but pronounce them unintelligibly. Similar interference with communication can occur in the understanding of others' speech. Thus 'mastery' of a language requires approximation both of the native speaker's grasp of the symbolic system and of the native speaker's skills in oral production and 'hearing'.

The materials of this course are designed to facilitate both the learning of specific speech skills - pronunciation and perception of speech sounds in sequence - and the learning of basic language skills - control of the grammatical and the semantic systems of the language. For this reason the course is initially oriented toward pronunciation but quickly shifts its primary emphasis to a systematic presentation of the grammar accompanied by extensive drills.

The typical unit consists of a dialog or other 'basic sentences', variation drills and lexical drills to give students practice in using vocabulary in varied contexts, questions for discussion, notes (mainly on grammar), grammatical drills and (often) a narrative. The drills are of several types, use of which is outlined in the Introduction for the Teacher.

Students are expected initially to do each part of each unit orally with books closed. The printed text has four purposes:

1. To remind the student of what he has already heard.
2. To serve as an introduction to printed Turkish for reading.
3. To guide the student in practice outside of class.
4. To assist in memorization for those students who have been conditioned by their education to have a 'visual memory'.

The student who has no difficulty memorizing without the printed text and who has access to a tape recorder and the tapes of these materials for outside-of-class practice will have very little need of the printed text except for reading practice. All students should attempt to get along without the printed text as much as possible.

The Dialog

Each unit commences with a connected dialog between two or (occasionally) more speakers. This dialog is to be practiced, memorized and acted out until it has been 'overlearned' so that the utterances and their sequence are automatic and can be done without conscious thought or hesitation.

The dialogs are examples of normal Turkish speech. They consist initially of cliché sentences which are of high daily frequency of occurrence. Later more specialized dialogs are introduced. However, a language cannot be mastered simply by learning a certain number of typical and useful sentences. The student needs also to master the system of the language so that he can both produce and understand wholly novel sentences which he has never heard before and may never

BASIC COURSE

hear again. This is a much more complicated matter than memorizing useful sentences and requires extensive drills and exercises as well as a certain amount of formal explanation.

Variation and Lexical Drills

Variation drills may be of any of the several drill types outlined below in the Introduction for the Teacher. Mostly they are sample sentences or substitution drills (providing a pattern with words to be substituted at one or more places). Lexical drills are mainly sample sentences illustrating the various meanings of a single lexical item.

In a sample sentence drill each sentence is an example of useful Turkish but is unrelated to other sentences in the drill. Wherever possible such sentences should be immediately employed in communication by creating a short dialog - such as a question and its answer - employing the given sentence. Often it will be possible to vary the given sentence by changing the subject, the verb, the time or some other part of the sentence. Thus each separate sentence can be the basis for a response drill or a substitution drill or a combination. The imaginative teacher will create such drills spontaneously, but the student is not relieved by any lack of imagination on the part of his teacher from a responsibility to experiment with the given sentences. A good homework exercise, after a few units have been mastered and enough vocabulary assimilated, is to write out variations on these sample sentences and submit them for evaluation and correction by the teacher. This applies equally to sample sentence drills occurring in the grammar drill sections of the units.

Questions for Discussion

These consist of queries concerning the facts related in the memorized dialog plus certain questions directed to the students' own experience in similar situations. The student should not be content only to answer the latter questions from his own experience but should also ask these and similar questions of the teacher and his fellow students. It is in this part of the lesson that real communication in the language about real people and true facts takes place, and this portion of the unit should not be quickly passed over. If the teacher does not dwell on this real communication, the alert student will prime himself with several questions to spring at the beginning of the next class session to extract some information from the teacher or a fellow student before the class can settle into routines.

Notes

The notes are intended to be self-explanatory. If the teacher is also a scientific linguist or if the course is being taught (as intended) by a team of linguist and native speaker, some explanation of the notes may be appropriate in class. However, in general, drill time in class with the native speaker should not be devoted to explanations of the grammar, and the native speaking instructor should not be expected to give explanations in English. If he is also a trained linguist and fluent in English, specific periods should be set aside for grammatical explanation and these should be kept separate from regular class sessions during which English should be used only for translations or paraphrases designed to keep the student aware of the meanings of the Turkish sentences being practiced. The cooperation of the student is required to avoid interrupting drill sessions with questions about grammar. During explanations of grammar it is always appropriate to ask how some idea is expressed, what should be said under certain conditions, when or where a particular form is appropriate, or who

TURKISH

could be expected to use it. But the student should remember that questions beginning why are seldom appropriate. Language is a system of more or less arbitrary symbols and the student is attempting to discover how it works rather than to establish causal relationships (which are usually historic and have nothing to do with the native speaker's mastery of the contemporary language).

Drills

The drills which follow particular notes are intended to provide practice on the particular point or points discussed in the note. The Introduction for the Teacher describes in detail the use of drills. While the drills provided are extensive, they are clearly insufficient for proper practice of points which are causing special difficulties and may be excessive for certain points or for certain students who assimilate quickly. Many of the printed drills are capable of considerable expansion as needed.

Narrative

The narrative, which is a part of many units, presents essentially the same situation as was represented in the dialog but in expository rather than conversational style. This short story is intended to be memorized. Careful attention to the structures used will help to prepare the student for reading. Exercises which can be used with the narratives include (1) retelling the story in the student's own words, (2) retelling the story but changing the persons, times or locations of the events related and (3) telling a similar story about some personal experience.

A Word on the Use of Tapes

Tape recordings are provided of the major parts of these units. Drills and exercises which permit great flexibility in use - for example, multiple substitution drills - are not recorded.

It is recommended that beginning students try to spend one to three hours daily with the tapes regardless of the number of hours spent in class. This is because in an intensive course (four to six hours in class per day) the relative utility of the tapes is less than in a non-intensive course (one hour in class per day or less). Later in the course the student may find that the amount of work with tapes required for his needs lessens. However, throughout this basic course, regular work with tapes as a supplement to classroom drill should be maintained.

The dialogs and many of the drills in the tapes are recorded with spaces such that the student may use the tapes either for imitation of the native speaker or for anticipation plus imitation of the native speaker. Thus if sentences X and Y are being practiced these two modes would operate like this:

Imitation:

Tape Voice: X
Student: X
Tape Voice: X
Student: X
Tape Voice: Y
Student: Y
etc.

BASIC COURSE

Anticipation plus Imitation

Student (anticipating) X
Tape Voice: X
Student (imitating): X
Tape Voice: X
Student (anticipating): Y
Tape Voice: Y
etc.

The recordings of the dialogs may also be used in a response mode like this:

Tape Voice: X
Student: Y
Tape Voice: X
Student: Y
Tape Voice Y
Student: Z
etc.

Certain drills consist of a pattern and a cue for substitution into the pattern. These can only be done in a single mode - substitution plus imitation - thus

Tape Voice: Pattern with X
Student (imitating): Pattern with X
Tape Voice: Cue Y
Student (substituting) Pattern with Y
Tape Voice (confirming): Pattern with Y
Student (imitating): Pattern with Y
Tape Voice: Cue Z
Student:(substituting): Pattern with Z

Such drills should be done completely orally since all cues are on the tape.

The tapes have been recorded with a minimum of repetition to save tape. Students should rewind often to repeat until satisfactory (error free) performance is achieved.

If facilities exist for recording the student's voice on the tape as he imitates, this should be done, extensively in the early units and selectively later on. Much time can be wasted needlessly listening to one's own voice, but selective and careful attention to one's imitation of the native model can improve pronunciation, phrasing and fluency.

Conclusion

Turkish is a language which has long intrigued scholars because of its unusual regularity, its euphony and the fact that its structure is quite different from that of Indo-European or Semitic languages. The adult student who wishes to be successful in studying Turkish needs to take a lively interest in the language to be willing to experiment with variations on the printed materials in order to increase his grasp of the system of the language, and to be willing to put in long hours of practice and to tolerate correction. He needs also to learn about the life and culture of the people who speak Turkish. This text will provide hi

TURKISH

with only a minimal amount of such cultural information and needs to be supplemented with books, photographs, and artifacts and with as many contacts with Turks as can be managed. Nobody can teach you Turkish. You have to learn it. This book and the method of using it suggested to you and to your teacher are intended to help you to learn Turkish. Of the four elements in this learning situation - the book, the tapes, the teachers and you - the book is the least important and you the most important. The writers and teachers who have contributed to the growth of this book over the years hope it will help you to learn Turkish.

BASIC COURSE

FSI TURKISH BASIC COURSE

Vol. I (Units 1-30)

INTRODUCTION FOR THE INSTRUCTOR

Each unit in this book consists of four major parts:

1. A Dialog or other Basic Sentences.
2. Grammar Notes.
3. Drills.
4. Questions for Discussion.

Drills are generally in two groups.

1. Variation drills on the Basic Sentences or Lexical Drills illustrating differences in word usage.
2. Grammar Drills giving practice in particular structures.

In early units there are also many drills on sounds for pronunciation practice.

The purpose of this introduction is to advise the instructor of the purpose and the use of each of these major divisions of the material.

Dialog or Basic Sentences:

Step 1: The dialog is presented by the instructor whose native language is Turkish at normal speed and the students listen with books closed. 'Normal speed' is not slower than the speed the instructor would use in natural conversation with another Turk.

Step 2: The instructor presents the words or phrases of the 'build-ups' and then the entire sentences in order as printed at normal speed and the students repeat in imitation of the instructor with books closed. The instructor can indicate which student should repeat next simply by looking directly at the student while presenting the word, phrase or sentence.

FSI TEMEL TÜRKÇE DERS KİTABI

Birinci Cilt (Ders 1-30)

ÖĞRETMENLER İÇİN ÖNSÖZ

Bu kitaptaki her dersin dört esas bölümü vardır:

1. 'Dialog' denilen kısa bir Konuşma veya 'Basic Sentences' denilen diğer temel cümleler.
2. 'Grammar Notes' - yani Gramer Notları.
3. 'Drills' denilen Alıştırmalar.
4. Görüşülecek Sorular.

Alıştırmalar genellikle iki gruptur:

1. Temel cümlelerde 'Variation Drills' (Çekim Alıştırmaları) veya kelime kullanımında farkları tarif eden 'Vocabulary Drills' (Kelime Alıştırmaları).
2. Özel yapılar üzerinde uygulama veren Gramer Alıştırmaları.

Başlangıçtaki derslerde söyleyiş uygulaması için çok ses alıştırmaları da vardır.

Bu önsözün amacı Öğretmenlere bu esas bölümlerin her birinin niçin ve nasıl kullanılacağını açıklamaktır.

Dialog (Konuşma) veya Basic Sentences (Temel Cümleler):

Birinci işlem: Dialog, ana dili Türkçe olan Öğretmen tarafından, normal bir hızla Öğrenciye sunulur ve Öğrenciler de kitaplarına bakmadan dinlerler. 'Normal hız' Öğretmenin başka bir Türkle tabii bir konuşma yaparken kullandığı hızdan daha yavaş olamaz.

İkincin işlem: Öğretmen, 'build-up' (geliştirme) denilen müstakil kelimeleri veya cümlecikleri, ve sonra bütün cümleleri, sırayla kitapta yazıldığı gibi tekrar normal bir hızla söyler, Öğrenciler de kitapları kapalı olarak Öğretmeni benzetleyerek tekrarlarlar. Kelimeyi, ibareyi veya cümleyi söylerken Öğretmen sadece sonra gelen Öğrenciye doğru bakarak kimin tekrar etmesi lazım geldiğini ima edebilir.

If the complete utterance offers particular problems for the student, the instructor develops the utterance for the student gradually, beginning from the end (with the final phrase) and building up by adding the preceding parts one at a time. The instructor must, however, be particularly careful not to distort the intonational pattern of the utterance in building it up in this fashion. Partly for this reason the utterances in early units are kept very short, and the instructor is advised to prefer frequent repetition of the whole utterance to partial presentation. If a student cannot repeat correctly after two or three attempts the instructor passes to another student, returning later to the student who experienced the difficulty.

Step 3: After the students are able to repeat correctly in imitation of the instructor, they open their books and practice reading the utterances with correct pronunciation, intonation and at normal speed, as previously defined.

Step 4: After the instructor is satisfied that all students can do steps one to three, the students take roles in the dialog and repeat from memory with books closed.

It is valuable to listen to the tape of the dialog in the laboratory between the third and fourth steps. In this way student memorization of the dialog may be facilitated.

Before the instructor progresses to the next step he should be able to give an affirmative answer to each of the following questions:

For Step 2: Can each student repeat every utterance of this dialog after me with correct speed phrasing, pronunciation and intonation?

For Step 3: Can all students read all the utterances of this dialog correctly?

For Step 4: Can every student take any role in this dialog and perform it correctly and naturally?

Eğer ifadenin bütünü öğrenciye özel bir zorluk çıkarırsa, öğretmen ifadeyi kısım kısım, sondan (son cümlelikle) başlayarak, ifadenin önce gelen kısımlarını da teker teker ilave ederek öğrenciye geliştirtir. Mamafih, öğretmen ifadeyi bu şekilde geliştirirken, ifadenin ses ahengini bozmamağa özellikle dikkat etmelidir. Kısmen bu sebeble başlangıçtaki derslerde ifadeler çok kısa yazılmıştır, ve öğretmene kısmî tekrarlama yerine bütünü tekrarlaması öğütlenir. Eğer bir öğrenci üç veya dört denemeden sonra ifadeyi doğru tekrarlayamıyorsa, öğretmen diğer bir öğrenciye geçer, güçlük çeken öğrenciyle sonra tekrar çalışır.

Üçüncü işlem: Öğrenciler öğretmenlerini doğru olarak benzetleyip tekrar edebildikten sonra, kitaplarını açarlar, önceden belirtildiği gibi normal hızla, ses ahengiyle, doğru söylenişle ifadeleri okumağa çalışırlar.

Dördüncü işlem: Öğretmen, bütün öğrencilerin birinci işlemden üçüncü işleme kadar yapabildiğine kani olduktan sonra, öğrenciler konuşmada rol alırlar, kitapları kapalı olarak ezberlerinden konuşmayı tekrarlarlar.

Üçüncü ve dördüncü işlem arasında dersin konuşma bandını laboratuvarında dinlemek faydalıdır, böylece öğrenciler konuşmayı kolaylıkla belleyebilirler.

Öğretmen ondan sonraki işleme başlamadan önce olumlu olarak aşağıdaki her bir soruya cevap verebilmeli:

İkinci işlem için: Her bir öğrenci benden sonra bu konuşmanın her ifadesini doğru hızla, kelime bağlantılarını, söylenişi ve ses ahengini tekrar edebilir mi?

Üçüncü işlem için: Her öğrenci bu konuşmanın her ifadesini doğru okuyabilir mi?

Dördüncü işlem için: Doğru ve tabii olarak her öğrenci bu konuşmada herhangi bir rol alıp oynayabilir mi?

BASIC COURSE

Variation Drills on Basic Sentences or Vocabulary Drills

Drills in these categories are normally printed immediately after the dialogs. Their operation is no different from that of Grammar Drills. The instructor should consult the section below on 'Drills' for instructions in the teaching and use of these.

Questions on the Dialog and Related Questions for Discussion:

This section of the units is printed at different places in different units. These written questions are intended to suggest the types of questions which the instructor can ask as a stimulus to conversation about the dialog and about the students' own experience. This is a more important part of the unit than the space it occupies indicates because it is the only part of the unit which offers an opportunity for the student to express himself more freely than in dialog or drill. The instructor asks the questions and related questions which are within the ability of the students and the students reply. The instructor should not be satisfied with incomplete or halting answers. If the student's answer is hesitant or grammatically incorrect the instructor should provide the correct answer and insist that the student repeat it after him until his production is correct. Often it is a useful drill for the instructor to have each student repeat this correct answer after him. After this each student should also be given an opportunity to ask questions of the instructor and of other students. Here again, the instructor should never, in the interest of saving time, allow incorrect or hesitant sentences without correcting them and having the students repeat them after him until they can produce them correctly. This kind of correction of student efforts to express themselves is perhaps the one most important part of this exercise. In this way students attempt to express their own ideas in Turkish and are taught how to express those ideas correctly. The instructor needs, however, to be very careful not to permit this part of the unit to become a lesson in new grammar and new vocabulary.

Variation Drills on Basic Sentences (Temel Cümlelerde Çekim Alıştırmaları) veya Vocabulary Drills (Kelime Alıştırmaları):

Bu ulamlarda alıştırmalar çoğunlukla konuşmalardan hemen sonra yazılmıştır. Onların uygulanması Grammar Alıştırmalarından ayrılmı değildir. Bunların kullanışı ve öğretimi için öğretmen bu önsözün aşağıda 'Alıştırmalar' kısmını gözönünde tutmalıdır.

Questions on the Dialog and Related Questions for Discussion (Konuşmalarda Sorular ve Görüşme için Konuşmayla Alâkalı Sorular):

Dersin bu kısmı derslerin muhtelif yerlerinde basılmıştır. Öğrencinin kendi tecrübesi hakkında ve konuşmaya dair öğretmen mükâleme için kışkırtma (stimulus) olarak soruların tiplerini sorabilir ki bu yazılı sorularla fikir vermek amaçlanmıştır. Gösterilen yerin işgalinden dersin bu kısmı daha mühimdir, çünkü öğrenciye alıştırmada veya konuşmada olduğundan daha serbest kendisini ifadesine fırsat veren dersin yalnız o kısmıdır. Öğretmen, yazılı olan soruları ve öğrencilerin iktidarı dahilinde diğer alâkalı soruları sorar ve öğrenciler de cevap verirler. Öğretmen tamam olmayan veya tereddütlü cevaplardan memnun olmamalı. Eğer öğrencinin cevabı tereddütlü veya gramer kaidelerine göre yanlışsa, öğretmen öğrenciye doğru cevabı vermeli ve doğru söyletinceye kadar tekrar etmesini ısrar etmelidir. Ekseriya öğretmenin bu doğru cevabı kendisinden sonra her öğrenciye tekrar ettirmesi kullanışlı bir alıştırmadır. Bundan sonra her öğrenciye, öğretmene ve diğer öğrencilere sorular sormak için de fırsat verilmelidir. Gene burada, öğretmen zaman tasarrufu bakımından yanlış veya tereddütlü cümleleri düzeltmeden bırakmamalı ve kendisinden sonra onları öğrencilere doğru olarak söyletebilesiye kadar tekrar ettirmelidir. Öğrencinin meramlarını ifade etmek için belki bu uygulamanın en mühim kısmı bu düzeltme çeşitidir. Bu şekilde doğru olarak bu fikirleri nasıl ifade etmeleri öğretilir ve öğrenciler kendi şahsi fikirlerini Türkçede ifade etmeye teşebbüs ederler. Mamafih, öğretmen yeni kelime ve yeni gramerde dersin bu kısmının ders olmasına müsaa-de etmemek için çok dikkat etmelidir.

Occasionally a new word will be required and should be supplied by the instructor but more often the instructor needs to tell the student simply 'You don't yet know the words (or the grammar) required to say that easily. Try to express only ideas within your capability at this time'.

Questions can be devised with increasing degrees of difficulty of subject matter. The easiest question is one to which the answer is contained entirely in the dialog. A harder question is one which can be answered by using facts which are in the dialog but which requires constructing a sentence which is not in the dialog. The hardest question is one about facts known to the student from his own experience but not included in the dialog.

Again questions can be devised which have increasing degrees of difficulty grammatically. The easiest question is one which can be answered 'yes' or 'no'. Harder is the question asking for a choice between alternatives: 'Did he come or go?'. Hardest is the question asking for information, using question words like 'how?', 'when?' or 'why?'

A combination of these two dimensions results in nine degrees of difficulty from the easiest -- yes-no questions with answers directly quotable from the dialog -- to the hardest -- information questions about things known to the student from his own experience. The instructor should try at each stage to devise questions at different levels of difficulty and to help the students also to learn to ask such questions.

Notes:

Notes are read outside of class by the students and, if necessary, explained by the linguist directing the course. Talking in class about the content of the notes should be kept to a minimum. If there is no linguist to explain them, the native-speaking instructor may pronounce the given examples while the students reread the notes in class and may give additional examples of the same phenomenon. A great deal of time should not be spent in class on the explanation of the content of the notes.

Bazen yeni bir kelime talep edilirse, Öğretmen tarafından bu kelime verilmelidir, fakat daha ziyade Öğretmen zaruri olarak sadece öğrenciye 'Söylemek isteğinizi kolayca ifade etmek için lüzümlü kelimeleri (veya grameri) henüz bilmiyorsunuz. Şimdilik yalnız iktidarınız dahilinde olan fikirleri ifade etmeğe çalışınız' demelidir.

Bahis mevzuu hususun zorluk derecesini gittikçe artırmayla sorular tertip edilebilir. Tamamen cevabı konuşmanın içinde bulunanı en kolay sorudur. Konuşmada olan olaylardan bahseden fakat konuşmada bulunmayan bir cevap cümlesinin yapılmasını icap ettiren soru daha zordur. Konuşmaya dahil olmayan ve fakat öğrencinin kendi şahsi tecrübesinden bilinen olaylar hakkında olanı en zor sorudur.

Gene gramer kaidelerince zorluk derecesi gittikçe artırırlan sorular tertip edilebilir. 'Evet' veya 'Hayır' cevap verilebilen olanı en kolay sorudur. Şıklar arasında seçmek icabederse, soru daha zordur. Meselâ 'Geldi mi veya gitti mi?' 'Nasıl?', 'Ne zaman?', veya 'Niçin?' gibi soru kelimeleri kullanarak malûmat için sorulan soru en zordur.

Bu iki buut birleşimin neticesinde soruların en kolayından en zoruna dokuz derece zorluk vardır -- konuşmadan hemen aktarma yolu ile 'Evet-hayır' cevap verilebilen sorulardan -- öğrencinin kendi şahsi tecrübesinden bilinen şeyler hakkında malûmat sorularına kadar. Öğretmen her merhalede ayrışık seviyede güç sorular tertiplemeği denemeli ve öğrencilere böyle sorular sormayı öğrenmelerine de yardım etmelidir.

Notes (Notlar):

Notlar ders dışında öğrenciler tarafından okunur ve lüzum olursa kursu idare eden 'linguist' (dil uzmanı) tarafından açıklanır. Sınıfta notların içeriği konusunda az konuşulmalıdır. Bunları açıklayan dil uzmanı yoksa, öğrenciler notu tekrar sınıfta okurken, ana dili Türkçe olan öğretmen yazılı olan örnekleri söyleyebilir ve aynı tabii ilikte ilave örnekler verebilir. Notların içeriğinin açıklanmasında sınıfta fazla zaman sarf edilmemelidir.

BASIC COURSE

Drills:

As explained above drills are generally in two groups in each unit.

a) Variation Drills on Basic Sentences giving students opportunities to make changes in using previously memorized patterns, and Vocabulary Drills which provide examples of varied uses of a particular vocabulary item.

b) Grammar Drills which give practice in patterns explained in immediately preceding grammar notes.

Drills in these two groups may be of any of the various types of drills explained below under 'Types of Drill'.

Types of Drill:

Drills in this course are of a considerable variety. Most drills are Substitution Drills of one of the various types explained below. The instructor, by adapting previously learned words to appropriate places in the pattern, may convert into substitution drills those drills which are not substitution drills. Drills are arranged to be presented orally to students whose books are closed, but the form used in the book for the more complex drills is intended to provide maximum convenience for the student working on tape or outside of class. The various kinds of drills and how each is to be used are outlined in the list below:

a) Sample Sentence Drills

These drills consist of separate sentences, unrelated to each other, illustrating a special point of grammar or a vocabulary item. Each may be used as the basis for an 'ad hoc' drill of one of the types of substitution drills explained below. On the other hand they may be drilled by repetition and memorization as if they were Basic Sentences. Where possible it is worthwhile for the instructor and students to make up with each sentence a short conversation, selecting and changing a suitable section of a previously memorized dialog.

Drills (Alıştırılmalar):

Yukarıda açıklandığı gibi alıştırılmalar her derste genellikle iki ayrı gruptadır:

a) Öğrencilere önceden belenmiş örneklerin kullanılmasında deęiştirme fırsatları veren örnek (temel) cümlelerde çekim alıştırılmaları veya özel eksözlük sözlünün deęişik kullanılmasında örnekler veren kelime (luqât) alıştırılmaları.

b) Hemen bundan önceki gramer notunda açıklanmış olan örnek için uygulama veren gramer alıştırılmaları.

Bu her iki gruptaki alıştırılmalar, aşağıda 'Alıştırmanın Çeşitleri' altında açıklanan çeşitli alıştırılmaların tiplerinden her hangi biri olabilir.

Types of Drill (Alıştırılmaların Çeşitleri):

Bu kursta alıştırılmalar oldukça çeşitlidir. Alıştırılmaların çoęu aşağıda açıklanan Deęiştirme Alıştırılmalarının ayrışık çeşitlerindedir. Öğretmen, daha önce öğrenilmiş kelimeleri örnek cümlede uygun gördüğü yere uydurarak, deęiştirme olmayan alıştırılmaları deęiştirme alıştırılmalarına çevirebilir. Kitapları kapalı olan öğrencilere bütün alıştırılmalar sözlü verilmek için düzenlenmiştir, fakat kitapta daha karışık alıştırılmalar için kullanılan şekil, bandla veya ders dışında çalışan öğrenciye azami kolaylık göstermeęe amaçlanmıştır. Alıştırılmaların çeşitleri ve her birinin nasıl kullanılacağı aşağıda liste halinde yazılmıştır:

a) Sample Sentence Drills (Örnek Cümle Alıştırılmaları):

Bu alıştırılmalar, gramere ait özellięi veya kelimeleri tanımlayan, birbirleri ile ilgisi olmayan, ayrışık cümlelerden ibarettir. Bu cümlelerin her aşağıda açıklanan deęiştirme çeşitlerinin birinde 'ad hoc' (uydurma) bir alıştırılma için kural olarak kullanılabilir. Dięer taraftan bunlar Temel Cümlelermiş gibi tekrarlanmakla ve belenmekle alıştırılabilir. Münkünse önce belenmiş bir konuşmanın uygun bir kısmını seçip deęiştirerek, öğretmen ve öğrenciler bu cümlelerle kısa birer konuşma yapmaları faydalıdır.

b) Substitution Drills

1. Simple Substitution Drills

In these drills a single pattern sentence is given and a list of words or phrases which fit into just one place in the pattern. With these acceptable Turkish sentences can be made. The instructor first presents each sentence in its entirety for student comprehension and repetition. Occasionally the English translation of the sentence is asked of the students in order to find out whether they understood the sentence or not, but normally this should not be necessary since the given pattern is either clear from previous learning or its translation is printed and all substitution items are already known to the student. After all sentences have been mastered in this way, the instructor presents to the students first the pattern and then only the individual substitution items as cues for the student to produce the entire sentence with the item inserted in the proper slot.

2. Multiple Substitution Drills

In these drills lists of words or phrases are given for free substitution in two or more slots. These drills are so designed that any combination of these items in the slots produces an intelligible sentence. Of course, this kind of drill gives quite a few intelligible sentences which may prove not to be very useful in actual situations. For this reason, the instructor is advised not to go through all the drill patterns which are possible with the items presented, but rather to choose items for substitution which make the more likely sentences.

In effect, simple and multiple substitution drills presented in these units are not, as printed, true drills, but rather provide material to the instructor with which he can construct drills resembling one or more of the further types of substitution drills listed below.

**b) Substitution Drills
(Değiştirme Alıştırmaları):**

**1. Simple Substitution Drills
(Basit Değiştirme Alıştırmaları):**

Bu alıştırmalarda birer örnek cümle verilir ve bu örnekte yalnız bir yere uyan bir kaç kelime veya cümlecik liste halinde sıralanır. Bunlarla makbul Türkçe cümleler yapılır. Öğrencinin anlaması ve tekrarlaması için öğretmen önce her cümleyi bütünlüğü ile sunar. Bazen öğrencilere cümlenin İngilizcesi sorulur, bu şekilde cümleyi anlayıp anlamadıkları anlaşılır, fakat normal olarak buna gerek olmamalı, verilmiş olan örnek ya önceki öğrenmeden bellidir veya tercümesi kitapta yazılıdır ve bütün deęiştirme özdeleri zaten öğrencilerce bilinmektedir. Bu şekilde bütün cümleler iyice öğrenildikten sonra, öğretmen önce örneęi ondan sonra uygun açıklığa özdeęi koymasını ve bütün cümleyi yapmasını, ipucu olarak yalnız bir deęiştirme özdeęini öğrenciye söyler.

**2. Multiple Substitution Drills
(Takım Deęiştirme Alıştırmaları):**

Bu alıştırmalarda iki veya daha fazla aralıklarda serbestçe deęiştirme yapmak için listeler halinde cümlecikler ve kelimeler verilmiştir. Bu alıştırmalar öyle düzenlenmiştir ki özdelerin her hangi bir ayrışık takımı aralıklarda anlaşılır cümle verir. Tabii, alıştırmaların bu çeşiti, anlaşıl-mış olan bir çok cümleyi verir ki hakiki vaziyetlerde fazla kullanışlı oldukları ispat edilemez. Bu sebeple, öğretmene sunulmuş olan özdelerle mümkün olan bütün alıştırmalar örneklerini baştan sonuna kadar yapmaması, fakat tercihan daha münasip cümleler yapmak için deęiştirme özdeleri seçmesi öğütlenir.

Gerçi, bu derslerde sunulmuş olan basit ve takım deęiştirme alıştırmaları, basılmış oldukları gibi hakiki alıştırmalar değildir, fakat öğretmene aşığıda liste halinde yazılan bundan başka deęiştirme alıştırmalarının bir veya daha fazla örneklerine benzeyen alıştırmalar yapabilmesi için malzeme verir.

3. Progressive Substitution Drills

As can be understood from the examples printed in the book the example sentences of these drills are printed on the right hand side of the page and 'cues' on the left hand side. The sentences are varied by substituting the cues one by one in the patterns. If the drill is truly progressive, it is intended that the items be substituted into the slots in order. Thus the first item is substituted in the first slot, the second into the second slot and so on. The substitution continues until all slots have been used for substitution after which the progression is again repeated in order, etc.

Progressive Substitution Drills are especially used when it is not clear from the grammar which slot the cue is to be put into. For example in the English sentence John hit Bill there are two noun slots and the substitution cue Mary may be used in either. Unless it has been established that the first cue is to be substituted in the subject slot, and the next in the object slot and so on, the student has no way of knowing whether Mary is to be substituted as subject or as object.

4. Random Substitution Drills

These appear on the printed page and are operated like the progressive substitution drills described above except that the substitutions are not made in the several slots in any patterned order. This type of drill is possible when the grammar of the sentence makes clear which slot each substitution is intended to fill. Thus in the English sentence He hit Mary., if the substitution item is 'she' it must clearly be made in the subject slot, while if it is 'her' it must be made in the other. If the substitution items 'you' were presented, however, this pattern could not be operated as a random substitution drill since 'you' may be put into either slot.

3. Progressive Substitution Drills (Tedricî Deđiřtirme Alıřtırmaları):

Kitapta basılmıř olan rneklerden de anlařılacađı gibi bu alıřtırmaların rnek cmler sahifenin sađ tarafında, 'cue' denilen ipuları da sol tarafında yazılmıřtır. rnekte sırayla ipucu ile deđiřiklik yapılarak cmler retilir. Eđer alıřtırma gerekten tedricî ise, zdeklerin sırayla aralıklarda deđiřtirilmesi amalanmıřtır. Bylece ilk zdek ilk aralıkta deđiřtirilir, ikincisi ikinci aralıkta ve saire. Alıřtırmada deđiřtirme iin btn aralıklar kullanılıncaya kadar deđiřtirmeye devam edilir; sonra devamı yine sırayla tekrar edilir v.s.

Tedricî Deđiřtirme Alıřtırmaları bilhassa ipucunun hangi aralıkta konacađı gramer bakımından sarih olmıyan rnekler iin kullanılır. Meselâ İngilizcede John hit Bill cmlesinde iki isim aralıđı vardır ve deđiřtirme ipucu Mary her ikisinde de kullanılabilir. İlk deđiřtirmenin zne aralıđında, sonrakinin tmle (nesne) aralıđında deđiřtirileceđi tesbit edilmedike đrencinin bu cmlede Mary'yi zne iin mi veya tmle iin mi deđiřtireceđini bilmesine imkân yoktur.

4. Random Substitution Drills: (Geliřigzel Deđiřtirme Alıřtırmaları)

Bu geliřigzel deđiřtirme alıřtırmaları kitapta basılmıř olan rneklerde grndđ gibi, yukarıda aıklanan tedricî deđiřtirme alıřtırmaları gibi ynetilir, yalnız deđiřtirmeler ayrıřık aralıklarda sırayla yapılmaz. Her deđiřtirmenin hangi aralıđı dolduracađını cmlenin grameri belli ettiđi zaman, bu tip alıřtırma mmkndr. Meselâ, İngilizce cmlede He hit Mary., eđer deđiřtirme zdeđi 'she' ise, zne aralıđında aıka yapılmalı, eđer 'her' ise diđerinde yapılmalıdır. Hernasılsa, eđer deđiřtirme zdeđi 'you' sunulsa, 'you' her iki aralıđa eřit olarak konulabileceđinden, bu rnek geliřigzel deđiřtirme alıřtırmaları olarak ynetilemezdi.

5. Substitution-Modification Drills

In both types of substitution drills explained above in No. 3 and No. 4 there may be a change in the form of the item presented as cue. For example, where only the plural form is suitable, the singular may be presented as cue item for substitution into a slot. Again, when the grammar clearly requires some other form of the verb, the infinitive form of the same verb may be presented as cue. Thus the putting of the cue item in the slot requires a change in the form of the presented item. Most of the substitution drills in this book are actually of this type because this is the best way for the student to add the suffixes required by the grammar, but it has not been felt necessary to use the word 'modification' in the book after the initial units.

6. Substitution-Correlation Drills

In these drills substitution of an item in one slot requires a change at some other point or points in the pattern. This is, of course, possible in either progressive or random substitution drills. An example from English is furnished by the sentence 'He gave her a book yesterday.' If the word 'tomorrow' is presented as cue for a substitution, the form of the verb 'gave' is inappropriate and should be changed to 'will give' or 'is going to give.'

In all these kinds of substitution drills sometimes a word is given as cue which will not actually be used in the pattern but which will signal the need of a change in one or more suffixes in the pattern. For example, to signal a change in personal endings a personal pronoun may be given as cue. Again, to signal a change in the tense of a sentence a time word may be presented as cue. In all such drills the cue is printed in the book inside parenthesis to indicate that it is not to be used directly in the pattern.

5. Substitution-Modification Drills
(Özdek Değişmesiyle Değiştirme Alıştırmaları)

Yukarıda No. 3 ve No. 4'de açıklanmış olan her iki tip değiştirme alıştırmalarında değiştirme için sunulmuş olan özdeğin şekli de değişebilir. Meselâ, nerede yalnız çoğul şekli uygunsa, aralıkta değiştirme için ipucu olarak tekel sunulmuş olabilir. Gene örnek cümlelerin grameri tarafından açıkça fi'ilin diğer bir şekline ihtiyaç gösterildiği zaman aynı fi'ilin master şekli ipucu olarak sunulabilir. Böylece ipucu özdeğinin aralığa konması, sunulmuş olan özdeğin şekil değiştirmesine ihtiyaç gösterir. Bu kitaptaki değiştirme alıştırmalarının çoğu hakikatte bu tiptendir çünkü bu, gramerin icap ettirdiği ekleri ve sontakları öğretimin ilave etmesi için en kullanışlı yoldur, fakat 'Modification' (Özdek Değişmesi) kelimesi başlangıçtaki derslerden sonra kitapta kullanılmasına lüzum hissedilmemiştir.

6. Substitution-Correlation Drills
(Değiştirme-Oran Alıştırmaları)

Bu alıştırmalarda bir aralıkta özdeğin değiştirilmesi, örneğin başka noktada değişmesine ihtiyaç gösterir. Tabii, bu, ya tedrici veya gelişigüzel değiştirme alıştırmalarında da mümkündür. İngilizceden verilen misal cümlede 'He gave her a book yesterday (Dün ona bir kitap verdi)', ipucu olarak değiştirme için 'tomorrow (yarın)' kelimesi sunulmuşsa, 'gave(verdi)' fi'ilinin şekli uygun olmaz ve 'will give (verir)' veya 'is going to give (verecek)' şekline değiştirilmelidir.

Bazen bu değiştirme alıştırmaları çeşitlerinin hepsinde örnekle kullanılmayan fakat örnekteki ek veya sontakılarda bir değişimin icap ettiğini işaret eden bir kelime ipucu olarak sunulmuştur. Meselâ şahıs sontakılarında bir değiştirmeyi işaret etmek için ipucu olarak bir şahıs zamiri verilebilir. Gene, cümlelerin zamanında bir değiştirmeyi işaret etmek için ipucu olarak bir zaman kelimesi sunulabilir. Bütün bu çeşit alıştırmalarda ipucu, örnekte sunulan şeklin kullanılmayacağını göstermek için, parantez içinde basılmıştır.

BASIC COURSE

c) Transformation Drills:

These are drills in which one form of a sentence is presented and the student is requested to produce a sentence which is related to the pattern sentence in an easily generalizable way. For example, a positive pattern may be presented and the student requested to respond with the negative; or a statement is given and the student asked to produce the corresponding question, or vice versa. Relatively few drills of this type are printed in the materials but large numbers of the drills which are printed can be operated also with appropriate transformations.

The Operation of Drills

Step 1. Drills are done first like the sentences of the dialogs. That is, each new utterance of the drills is repeated in imitation of the instructor until it is correctly produced with closed book.

Step 2. The students read the drill sentences from their books.

Step 3. The drill is presented orally in order as printed with the instructor giving the appropriate cue or stimulus, and the students producing the proper response utterances without looking at the book.

Narratives

In many of the units occur short paragraphs in narrative style relating the same situation as was covered in the dialog. Narratives are presented and drilled as were the dialogs. As the utterances in the narratives are normally longer than in dialogs, phrases may have to be presented separately. Each narrative should be memorized as were the dialogs and each student should relate it with acceptable fluency and grammatical accuracy. Often it is suitable to require the students to tell a similar narrative in their own words or to change the person, time or locale of the narrative and retell it.

c) Transformation Drills (Toptan Değiştirme Alıştırmaları)

Bu alıştırmalarda cümlenin bir şekli sunulmuştur ve öğrenciden kolayca genelleştirilebilir usulde örnek cümleyle alakası olan bir cümle yapması talep edilmiştir. Meselâ, öğrenciye olumlu bir örnek sunulur ve öğrencinin bu cümlenin olumsuz halini söylemesi istenebilir: veya verilen bir ifadeye uygun bir soru sorması istenir. Kitapta bu tipte nispeten az alıştırmaya basılmıştır, fakat basılmış olan alıştırmaların çoğu uygun toptan değiştirmelerle de uygulanabilir.

The Operation of Drills (Alıştırmaların Uygulanması)

Birinci işlem. Evvelâ konuşmaların cümleleri yapıldığı gibi alıştırmaların cümleleri de yapılmalıdır. Bu demektir ki alıştırmaların her ifadesi kitaplari kapalı olarak öğrenciler tarafından, doğru yapılmıncaya kadar tekrar edilmelidir.

İkinci işlem. Öğrenciler kendi kitaplarından alıştırmaya cümlelerini okurlar.

Üçüncü işlem. Alıştırma, kitapta basıldığı gibi sırayla sözlü olarak sunulur ve öğretmenin uygun ipucu (cue) veya kıskırtma (stimulus) vermesiyle öğrenciler kitaba bakmadan uygun ifadeleri söylerler.

Narratives (Hikâyeler):

Bir çok derslerde konuşmada kapsandığı gibi aynı durumu anlatan hikâyeye tarzında kısa fıkralar vardır. Hikâyeler, konuşmaların yapıldığı gibi sunulur ve uygulanır. Hikâyelerdeki ifadeler normal olarak konuşmalardakinden daha uzun olduğu için, cümlecikler ayrı ayrı sunulabilir. Her hikâyeye konuşmalar gibi ezberlenmeli ve her öğrenci hikâyeyi gramer kaidelerine uygun doğruluk ve akla uygun akıcılıkla anlatabilmelidir. Bazen öğrencilere hikâyenin yerini, zamanını veya şahsını değiştirmelerini veya kendi kelimeleriyle buna benzer bir hikâyeye anlatmalarını talep etmek münasiptir.

A Final Word of Caution

The inexperienced instructor has a tendency to be satisfied with faulty speech from his students. All of us when we hear foreigners speaking our language, hear their mistakes but understand and make allowances. An experienced language teacher learns to avoid this natural reaction and to listen to what his student actually says rather than to understand what his student intended to say. There is no room in the language classroom for acceptance of less than satisfactory production or less than perfect repetition out of a desire not to depress the morale of students or to spare them embarrassment. The student who is not occasionally embarrassed in the classroom will be dreadfully embarrassed when he tries to use the language in the field.

There is also no place in the language classroom for discussion of Turkish history, culture, language etc. Language is a skill and until the student has been trained in this skill such interesting and important considerations must be left outside the language classroom.

In summary, the teacher must realize that all these things are much more interesting and newer to the student than to him and that the student will tire of repetition much less rapidly than the teacher. Hence the teacher should extend each exercise, each drill, each pattern at least fifty percent beyond the point which he himself feels sufficient. Language drill is essentially tiresome and laborious work and only by taking a lively interest in the student progress taking place in the classroom can the instructor avoid finding it stultifying.

A Final Word of Caution
(Son Uyarama Sözü)

Tecrübesiz öğretmenlerin, öğrencilerinin hatalı konuşmalarından memnun olmağa meyilleri vardır. Hepimiz, ecnebilerin konuştuğu ana dilimizi dinlerken, onların yaptıkları kusurları duyup, anlar ve göz yumarız. Tecrübeli bir lisan öğretmeni bu tabii tepkiyi bertaraf etmesini öğrenir ve öğrencisinin ne demek istediğini anlayacağından ziyade öğrencisinin hakikatte ne dediğini dinler. Lisan sınıfında, öğrencilerin maneviyatlarını bozmamak veya canlarını sıkıkmamak istendiğinden, mükemmel olmayan tekrarlamaların veya makbul olmayan yapıları kabulüne yer yoktur. Sınıfta arasına canı sıkılmayan öğrenci, lisanı yerinde kullanmağa çalıştığı zaman dehşetli sıkılacaktır.

Lisan sınıfında Türklerin tarihine-kültürüne, lisanına, vesairesine dair olayların müzakeresi için de hiç yer yoktur. Lisan bir hünerdir ve öğrenci bu hünerde yetiştirilinceye kadar böyle ilginç ve mühim düşünceler lisan sınıfının dışında bırakılmalıdır.

Sözün kısası, öğretmen, kendisinden ziyade bütün bunların öğrenci için daha ilginç ve çok yeni olduğunu ve öğrencinin öğretmenden çok daha az süratle tekrarlamaktan yorulacağını mutlaka gözönüne getirmelidir. Bundan dolayı öğretmen, her uygulamayı, her alıştırmayı, her örneği kendisine göre kâfi hissetse bile, öğrencilerin menfaati için en aşağı yüzde elli nispetinde daha fazla uzatmalıdır. Lisan alıştırmaları esasında yorucu ve zahmetli bir çalışmadır ve öğretmen, ancak öğrencilerin sınıfta vuku bulan ilerlemesinde canlı bir ilgi göstermekle, bu işin bıktırıcı olmasından kaçınabilir.

UNIT 1

1.0 Dialog: 'Good Morning'

-A-

| | |
|-------|--------|
| gün | day |
| aydın | bright |

2 3, 1
Gün aydın.

Good morning.

-B-

| | |
|---------|--------------------------------|
| efendim | sir, madam, miss ('my master') |
|---------|--------------------------------|

2 3, 1
Gün aydın efendim.

Good morning sir (etc).

| | |
|-------|-----|
| nasıl | how |
|-------|-----|

3, 1 #
Nasılsınız?

How are you?

-A-

| | |
|-----------------|-----------------------------|
| iyi | good, well |
| iyiyim | I'm well. |
| teşekkür | (a) thanking |
| etmek | to perform, do, make |
| ederim | I do. |
| teşekkür ederim | I thank [you]. ¹ |

23, # 2 3, 1
İyiyim, teşekkür ederim.

I'm fine, thank you.

| | |
|-----|-----|
| siz | You |
|-----|-----|

3, 1 #
Siz nasılsınız?

How are you?

1 Note:

In the translations of Basic Sentences square brackets [] indicate words needed in the English but not expressed in the Turkish. Parentheses () indicate words expressed in Turkish but not required in a smooth translation into English. Parentheses and single quotation marks (' ') are used for literal translations where these are felt to be necessary.

-B-

ben

I

bén de

I too

² Teşekkür ederim. ^{3, 1} # ^{3, 1} Ben de iyiyim.

Thank you, I'm fine too.

1.1 Note: Special Symbols Used in These Lessons:

a) Spelling

The ordinary spelling of Turkish is generally used in these lessons. There are cases where the ordinary pronunciation is so different from the spelling that a special 'pronunciation spelling' must be used but these are rare. Such pronunciation spellings will here be added between slant lines after the regular spelling. Where only part of a sentence is different, only that part will be given in special spelling. The student is expected to learn the pronunciation, and the special spelling will not be repeated every time the word or phrase occurs. A few words may be spelled in more than one way (one of which usually represents the common pronunciation better). Such second spellings will appear here in parentheses. For examples of such spellings see pages 4, 11 and 16.

b) Stress

There are several features of pronunciation which are not shown in the regular spelling. One of these is stress (the different degrees of emphasis placed on syllables). Turkish, like English, is said in phrases, each of which has one syllable which is more prominent than any other syllable in the phrase. This is the primary stressed syllable. Primary stress is indicated by an acute /' above the syllable which has it. Note the primary stress on the following phrases:

gún

teşekkür ederim

bén de iyiyim

nasılsınız

siz nasılsınız

gún aydın efendim

Note that /iyiyim# teşekkür ederim/ in the dialog is two phrases. This sentence thus has two primary stresses. In longer phrases (of which we have no examples in the unit) words or word-groups before (occasionally after) the primary stress may be heard as having a weaker stress. This is not consistent and depends upon the speed and style of speech. This 'secondary' stress will occasionally be marked in these materials with a grave /` over the syllable which has it.

c) Pitch

Another feature not shown by the ordinary spelling is the pitch or overall sentence intonation. While this is similar to English in some respects, it is quite different in others and needs careful attention. The following examples show the intonation as a line (rising, falling or level):

gün aydın

nasılsınız

The high point of the line is given the number /3/, the mid point /2/ and the low point /1/. The examples above are thus representative of /231/ and /31/ intonation contours.

Each phrase has a pattern of its own. Usually the /3/ coincides with the primary stress of the phrase, as in the above examples, but not always. The pitches of Turkish need careful attention and imitation. Pitch numbers will be indicated in the basic sentences of the first few units.

There is also an extra-high pitch, /4/ replacing /3/, usually associated with negatives, questions and exclamations.

d) Juncture

Ordinary spelling uses commas, periods and the like, but these are insufficient to indicate all the phenomena present and are inconsistently used. For example, the question mark is used after all questions, both those with question words and those requiring a 'yes' or 'no' answer and, in Turkish, most such questions of both kinds require the same kind of intonation pattern as does a statement. In the same way a phrase which is not a question may end with the same kind of lilt which we associate with certain questions. Where there is no ambiguity, only the ordinary punctuation will be used. For purposes of clarity, however, three symbols will be put above the line. These are:

/#/ indicating the final fading out of a phrase, usually after falling pitch. Often corresponds to a period.

// indicating the distinct rise in pitch associated with some questions, with the ends of subordinate clauses, and with the ends of some words or word-groups in lists.

/|/ indicating the normal division between phrases, with no rise in pitch or other special feature. May correspond to a comma.

The /#/ juncture occurred at the end of all the Basic Sentences. It is only marked occasionally - as for /nasılsınız#/ - where the spelling has a question mark. The /#/ is added to make sure that the student does not give this question a rising intonation. /#/ may also appear in places where the spelling has a comma, as may /|/ and //|/.

A good example of contrast between /|/ and /#/ is:

23, 2 ||
Efendim?

Beg pardon? or Sir?

23, 1 #
Efendim.

Yes, sir. (Answer to person calling you)

UNIT 2

2.0 Dialog: 'Good Evening'

-A-

akşám

evening

akşamlár

evenings

2 İyi akşamlár.

Good evening.

-B-

oo |

oh

merhaba

hello (used by itself only
informally)

merhaba efendim

hello sir

3.1 # 3.1 # 3.1 #
Oo, merhaba efendim. Nasılsınız?

Oh, hello sir. How are you?

-A-

2 Teşekkür ederim. 3.1 Siz nasılsınız?

Thank you, how are you?

-B-

2 Teşekkür ederim.

Thank you.

buyurmák

to do [one] the honor

búyurun /búyrun/

Please, please come in,
please sit down, etc. etc.
(Literally 'Do (me) the
honor to.....')3.1
Buyrun efendim.

Come in please.

hoş

pleasant

gelmék

to come

geldiniz

you came

3.1
Hoş geldiniz.

Welcome!

-A-

bulmák

to find

buldúk
 Hoş bulduk.

we found
 We're [I'm] glad to be here.

2.1 Note: Pronunciation

a) The alphabet and the phonemic system.

The Turkish alphabet is:

A B C Ç D E F G Ğ H I İ J K L M N O Ö P R S Ş T U Ü V Y Z
 a b c ç d e f g ğ h ı i j k l m n o ö p r s ş t u ü v y z

the symbol [˘] (used over vowels for various purposes), and the symbol [˙] (used to show a throat catch or merely an abnormal break in the syllabification).

On the whole the actual sounds of the language are well represented by these symbols. There are, however, a number of points at which there are inconsistencies or other inadequacies, as has been indicated in 1.1 (a).

The Phonemic System:

| | | | | | |
|----------|--|-----------|---------|-----------|---------|
| Vowels - | | Front | | Back | |
| | | Unrounded | Rounded | Unrounded | Rounded |
| High | | i | ü | ɪ | u |
| Low | | e | ö | a | o |

Vowel Length - [˘]

| | | |
|--------------|--------------------|------------------|
| Consonants - | Paired | Not Paired |
| Voiceless | p t [k̲] k s ş ç f | h [˙] |
| Voiced | b d [ğ̲] g z j c v | g [ɫ̲] l m n r y |

Stress - Primary [˘] Secondary [˙]

Pitch - Low [1] Mid [2] High [3] Extra-High [4]

Those in brackets above have no special letters in the ordinary spelling although the symbol [˘] over a vowel in the syllable with the letters 'k', 'g' or 'l' indicates the presence of /k̲/, /ğ̲/, or /ɫ̲/ and in other places indicates that the vowel is long. Stress and pitch are not represented at all by the spelling and only irregularly by the punctuation. Vowel length, here indicated by a macron /˘/, above the vowel, is sometimes represented by the symbol [˙] sometimes by the letter 'ğ' and often is not marked at all. /' / is irregularly marked.

¹ The 1966 printing of the Yeni İmlâ Kılavuzu (new Spelling Guide) published by the Türk Dil Kurumu (Turkish Language Society) indicates that the symbol will no longer be placed on /a/ following /l/ unless the /a/ is long, /ā/. This practice is not yet established, however.

Thus, in our materials here, stress, pitch, juncture, vowel length and occasionally /k/, /ğ/ and /ı/ must be marked to avoid mispronunciations. There are in addition those differences between spoken and written Turkish for which special pronunciation spellings must be included as we pointed out above in 1.1.

b) General Hints on the Pronunciation: Vowels:

- | | | |
|---|---|---|
| i | In open syllables (syllables ending with the vowel with no final consonant) when such syllables are not at the end of a word: much like the 'i' of 'machine' but with no glide: | <p><u>iyi</u></p> <p><u>iyiyim</u></p> |
| | In closed and final open syllables more like the 'i' of 'bit': | <p><u>siz</u></p> <p><u>ederim</u></p> <p><u>iyi</u></p> <p><u>iyiyim</u></p> |
| ü | Like /i/ but with the lips rounded: | <p><u>teşekkür</u></p> <p><u>gün</u></p> |
| e | Usually like the 'e' of 'bet'. Sometimes (in closed syllables) tending toward the 'a' of 'bat': | <p><u>efendim</u></p> <p><u>ben</u></p> |
| ö | Like /e/ but with the lips rounded: | <p><u>dört</u></p> |
| u | In non-final open syllables somewhat like the 'u' of 'lute' but without the glide: In closed or final open syllables more like the 'u' of 'put' but a bit more rounded: | <p><u>buyurmak</u></p> <p><u>bulduk</u></p> |
| ı | Like /u/ but with the lips unrounded: | <p><u>aydın</u></p> <p><u>nasılsınız</u></p> |
| a | Like the 'a' in 'father': In syllables with /ı/ tending toward the 'a' in 'bat': | <p><u>Allah</u></p> <p>examples will appear later</p> |
| o | Usually like the 'o' of 'note' but without the glide. Occasionally (in closed syllables) approaching the 'o' or 'ought': | <p><u>hoş</u></p> <p><u>oo</u></p> |

Most English speakers use eight or nine simple vowels:

| | | | | | |
|-----|-----|-----|-----|-----|-------|
| /i/ | bit | | | /u/ | put |
| /e/ | bet | /ə/ | but | /o/ | horse |
| /æ/ | bat | /a/ | hot | /ɔ/ | ought |

The Turkish vowels spelled with the same letters as those in slant lines above - /i e a u o / - are sometimes similar to the English vowels and sometimes different. The precise pronunciation in Turkish depends on the position of the vowel in the word and the nature of adjacent consonants. One must be particularly careful to learn the Turkish patterning of the sound and to rely solely on listening to and imitating the teacher's pronunciation. One's 'feel' for the sound as similar to English will be very misleading. The few examples already briefly mentioned above will illustrate this.

Turkish vowels have in general two main pronunciations, a higher one (more tense) and a lower one (more lax). Using /i/ as an example, the higher pronunciation, a clear /i/ sound unlike any English simple vowel, occurs in open syllables not final in words: i-yi-yim. The lower pronunciation, much like the i of bit occurs in closed syllables and in open syllables at the end of a word: siz, ederim, iyi.

The same alternation is true of /u/, the high clear pronunciation occurring in open syllables (non-final): bu-yur-mak, and the lower pronunciation, like u in put, in closed syllables and finally: bulduk, and buldu 'he found' (this word has not appeared in a dialog).

/o/ also has a higher pronunciation, sounding more like the o of note (but without the glide), as in /o-lur/ 'will become' (not yet seen in a dialog), and a lower pronunciation sounding more like the aw of law, as in /hoş/. In syllables with /ı/, /o/ has a more forward pronunciation: /futbol/ 'soccer'.

We may contrast the situation in English. The i of bit is about the same as that of the open syllable of bi-tter, habi-tual. The ee of feet, beet, etc., which sounds more like the high i of Turkish i-yi, is not a simple vowel. It is the i of bit followed by y, so beet /biyt/. It is the second, y part of this sound which is more like the high Turkish /i/. Try saying beet without making a glide, keeping the tongue up high for the whole sound rather than starting lower (i of bit position) and gliding up (to y position).

Note the following English diphthongs and contrast them with Turkish simple vowels:

| | | | |
|----|------|----|------|
| iy | beet | uw | boot |
| ey | bait | ow | boat |
| ay | bite | aw | bout |

There are three more vowels in Turkish, /ɨ/, /ʉ/, /ø/. In 2.1 (a) the vowels are arranged by tongue height: (High /i ʉ ɨ u/, Low /e ø a o/, by tongue position: front or back (Front /i ʉ e ø/, Back /ɨ u a o/, and by whether the lips are rounded or not: (Unrounded /i e ɨ a/, Rounded /ʉ ø u o/). This arrangement is very helpful in practicing pronunciation, as the contrasts between sets of vowels may be drilled. For example, /u/ is rounded. Since /ɨ/ is the unrounded counterpart, one may make it by saying /u/ but without lip rounding. (This does not work for the pair /a o/, but these do not present the same problem.) The same procedure is very useful in learning /ʉ/ and /ø/. To say /ʉ/ pronounce /i/ with lips rounded; to say /ø/ pronounce /e/ with rounding.

2.2 Pronunciation Drills on Vowels: (Note: the words used in pronunciation drills are selected from the vocabulary of this Basic Course but need not, of course, be memorized at this stage.)

| /i/ | In Open Syllables: | | In Closed Syllables: | | Final: | |
|-----|--------------------|------------------|----------------------|------------|---------|--------------|
| | bilet | ticket | benim | mine, my | hani | you know |
| | bizim | our | bin | thousand | kişi | person |
| | diye | saying | çiftçi | farmer | sahi | really |
| | fiat | price | dil | tongue | taksi | taxi |
| | gişe | ticket window | diş | tooth | nevi | kind, type |
| | | | | | | |
| /ʉ/ | büfe | buffet | büsbütün | completely | örtü | cover |
| | büyümek | to grow | dün | yesterday | pardesü | topcoat |
| | bütün | whole | dünya | world | sütçü | milkman |
| | düdük | whistle | düşmek | to fall | ütü | iron |
| | güve | moth | gün | day | yüzü | it's face |
| | | | | | | |
| /e/ | acele | hurry | ateş | fire | bale | ballet |
| | benim | my | ben | I | ense | back of neck |
| | beyaz | white | beş | five | işte | look! |
| | cevap | answer | bez | cloth | meze | snack |
| | deniz | sea | ev | house | ne | what |

| /ö/ | In Open Syllables | | In Closed Syllables: | | Final: | |
|-----|-------------------|---------------------|----------------------|--------------------|--------|---------------------|
| | börek | pastry | dönmek | to turn, return | | Does not |
| | döviz | foreign exchange | gök | sky | | occur in |
| | görüşmek | to interview | göz | eye | | final |
| | kömür | coal, charcoal | köy | village | | position |
| | köşe | corner | ön | front | | |
| /ı/ | kısa | short | bakım | care | adı | his name |
| | kısım | part | hanım | lady | altı | six |
| | tanımak | to recog- nize | kış | winter | aynı | the same |
| | yıkamak | to wash | kız | girl | boyacı | shoeshine boy |
| | bıçak | knife | yakın | near | tıpkı | same, exactly |
| /u/ | bulut | cloud | buçuk | half | bu | this |
| | hukuk | law | bulmak | to find | havlu | towel |
| | kulak | ear | but | leg, thigh | kuzu | lamb |
| | tuhaf | strange | buz | ice | su | water |
| | uyumak | to sleep | çocuk | child | suçlu | culprit |
| /a/ | ácaba | [I] wonder | az | little | ámca | (paternal) uncle |
| | ama | but | bakan | minister | boya | paint |
| | ateş | fire | baş | head | fayda | usefulness |
| | bâzı | some | cam | glass | hafta | week |
| | havuz | pool | cevap | answer | hasta | patient |

| /o/ | In Open Syllables: | In Closed Syllables: | Final: | | |
|-------|--------------------|----------------------|------------|---------|----------------------|
| boya | paint | boş | empty | o | he, she, it, that |
| çorap | socks | çok | very, much | banyo | bath |
| hoca | teacher | hoş | pleasant | kambiyo | exchange |
| hoşaf | compote | on | ten | kilo | kilogram |
| oda | room | son | last | palto | overcoat |