

**T.C. ANADOLU ÜNİVERSİTESİ**  
**SOSYAL BİLİMLER ENSTİTÜSÜ**

**THE USE OF ENGLISH MODAL  
AUXILIARIES BY TURKISH EFL STUDENTS**

**YÜKSEK LİSANS TEZİ**

**Nazlı ŞEKEROĞLU**

**ESKİŞEHİR, 1989**

**Anadolu Üniversitesi  
Merkez Kütüphane**

## ACKNOWLEDGEMENTS

I am grateful to the many people who helped in the preparation of this thesis. I am especially indebted to Associate Professor Dr. Zülâl BALPINAR, the supervisor of this thesis, who kindly and constantly guided me throughout my study.

I am also indebted to Associate Professor Dr. Ahmet KONROT, who was a great help to me in reading interpreting the statistical data and also contributing to my thesis with his valuable comments and guidance.

My special thanks to Dr. Jonathan de Berkeley-Wykes, who always encouraged me with his ideas in the preparation of this thesis, and to Associate Professor Dr. Gül DURMUŞOĞLU, who was a continuous support to me throughout my study and to Dr. Yaşar HOŞCAN, who helped me in collecting the statistical data.

I am especially grateful to Adaline Scheerder, who very kindly proofread the thesis, and to Hayran ERDAL and Nermin ERSAN, who always supported me with their encouraging ideas.

Finally, may I also thank to Mr. Hasan AYDIN for typing the manuscript with special care.

## ABSTRACT

The main aim of this study is to find out (the grammatical overlap between the two languages Turkish-English) and the semantic overlap within English in expressing modality and the relation between the use and frequency of English modal auxiliaries.

To achieve this aim subjects were given a completion test and a translation test. The grammatical overlap between two languages was found by means of these tests. In order to find the relation between the use and frequency of modal auxiliaries the frequency counts of each English modal auxiliary was done (by examining nine different type of texts). A correlation was done to see if there is any relation, between subjects' level of English and their use of English modal auxiliaries.

In the first chapter, the grammatical overlap between the two languages is mentioned generally.

In the second chapter each English modal auxiliary was examined functionally and also the semantic overlap within the English language is mentioned. The structural usage of modal auxiliaries is also studied.

In the third chapter, the Turkish modal suffixes that are used to express modality are examined functionally. A comparison, explaining the overlap between the two languages in expressing modality was made. In the fourth chapter, the research design, tests, selection of subjects and limitations are stated .

In the fifth chapter the results of the tests and frequency counts were given by using statistical techniques. The result of the correlation was also included in this ..

chapter.

In the sixth chapter, the interpretation of the results was done. It is found out that there is a grammatical overlap between the two languages. As one modal auxiliary is used to express more than one semantic function, the semantic overlap within the English language became clearer. It is also found out that Turkish students have no difficulty in using English modal auxiliaries structurally. A correlation was found between the use of English modal auxiliaries and their frequency. That meant the frequent they are, the higher they are in the order of use. Suggestions were also included in the sixth chapter.

LIST OF TABLES

<u>Table</u> <u>No.</u>		<u>Page</u>
1.	The Weekly Distribution of Courses in the Preparatory Year .....	29
2.	The Percentages of the English Modal Auxiliaries in Fill in the Blanks Test ....	36
3.	The Results of the Turkish-English Translation Test .....	37
4.	The Results of the English-Turkish Translation Test .....	39
5.	The Frequency Counts of the English Modal Auxiliaries .....	43
6.	The Frequency Order Found by Kuć era and Francis .....	49

LIST OF FIGURES

<u>Figure</u> <u>No.</u>		<u>Page</u>
1.	Percentages of the English Modal auxiliaries can, could, may, might, will, would, shall, should, must, have to, had to, ought to in Fill in the Blanks Test (order of use) .....	38
2.	Percentages of the English Modal Auxiliaries could, should, would, have to, can, will in Translation Test. ....	38
3.	Frequency Distribution of the English Modal Auxiliaries can, could, may, might, will, would, shall, should, must, have to.....	41
4.	A correlation between subjects' level of English determined by a mid-term exam and their use of the English modal auxiliaries...	42
5.	English Modal Auxiliaries' Frequency Distribution and Order of Use.....	41
6.	The order of Use of English Modal Auxiliaries in Fill in The Blanks and Translation Tests.	48

## CONTENTS

	Page
ACKNOWLEDGEMENTS .....	i
ABSTRACT .....	ii
LIST OF TABLES .....	iii
LIST OF FIGURES .....	iv
CHAPTER I .....	1
<u>1.1. INTRODUCTION</u> .....	1
<u>1.2. MODAL AUXILIARIES</u> .....	2
<u>1.3. MODALITY</u> .....	3
<u>1.4. ENGLISH MODAL AUXILIARIES AND TURKISH</u> <u>MODAL SUFFIXES</u> .....	3
CHAPTER II ENGLISH MODAL AUXILIARIES AND THEIR FUNCTIONS .....	7
2.1. <u>FUNCTIONS OF ENGLISH MODAL AUXILIARIES.</u>	7
2.1.1. PERMISSION .....	7
2.1.2. POSSIBILITY .....	9
2.1.3. ABILITY .....	10
2.1.4. OBLIGATION/COMPULSION .....	11
2.1.5. (LOGICAL) NECESSITY .....	12
2.1.6. WILLINGNESS .....	13
2.1.7. INSISTENCE .....	14
2.1.8. INTENTION .....	15
2.1.9. PREDICTABILITY .....	15
2.1.10. ADVISABILITY .....	16
2.1.11. BENEDICTION AND MALEDICTION .....	17
CHAPTER III PUNCTIONS OF TURKISH MODAL SUFFIXES...	19
3.1. <u>TURKISH MODAL SUFFIXES</u> .....	19

<u>3.2. FUNCTIONS OF TURKISH MODAL SUFFIXES</u> .....	19
3.2.1. PERMISSION .....	19
3.2.2. POSSIBILITY .....	20
3.2.3. ABILITY .....	21
3.2.5. (LOGICAL) NECESSITY .....	22
3.2.6. ADVISABILITY .....	23
3.2.7. WILLINGNESS .....	23
3.2.8. INSISTENCE .....	24
3.2.9. INTENTION .....	24
3.2.10. PREDICTABILITY .....	24
CHAPTER IV THE METHOD .....	28
<u>4.1. RESEARCH DESIGN</u> .....	28
<u>4.2. SELECTION OF SUBJECTS</u> .....	28
<u>4.3. DATA COLLECTION AND DESCRIPTION</u> .....	30
<u>OF TESTS</u>	
<u>4.4. ANALYSIS OF TESTS</u> .....	30
<u>4.5. FREQUENCY AND THE USE OF ENGLISH MODAL</u> <u>AUXILIARIES</u> .....	31
<u>4.6. METHODOLOGICAL ASSUMPTIONS</u> .....	31
<u>4.7. LIMITATIONS</u> .....	32
CHAPTER V. ANALYSIS OF THE RESULTS .....	34
<u>5.1. THE RESULTS OF THE TESTS</u> .....	34
<u>5.2. THE RESULTS ANALYZED IN BAR GRAPHS</u> .....	36
5.2.1. THE RESULTS OF THE FILL IN THE BLANKS (COMPLETION) TEST .....	36
5.2.2. THE RESULTS OF THE TRANSLATION TEST.....	37
5.2.2.1. THE RESULTS OF THE TURKISH-ENGLISH TRANSLATION TEST.....	37
5.2.2.2. THE RESULTS OF THE ENGLISH-TURKISH TRANSLATION TEST.....	39
5.2.3. THE RESULTS OF THE FREQUENCY COUNTS ....	40
<u>5.3. CORRELATION AND SCATTERGRAM</u> .....	39



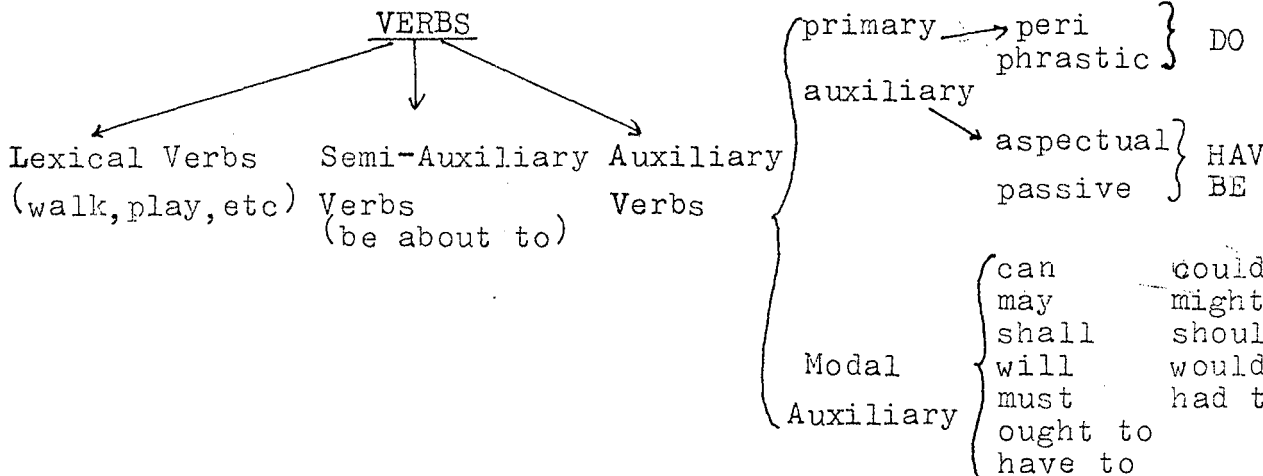
CHAPTER VI. DISCUSSION AND SUGGESTIONS .....	44
<u>6.1. DISSCUSSION OF THE RESULTS</u> .....	44
<u>6.2. BAR GRAPH RESULTS</u> .....	44
6.2.1. FREQUENCY ORDER FOUND BY KUCERA-FRANCIS.	48
<u>6.3. CORRELATION AND SCATTERGRAM.</u> .....	49
<u>6.4. CONCLUSLON.</u> .....	49
<u>6.5. SUGGESTIONS FOR FURTHER RESEARCH</u> .....	50
REFERENCES .....	51
<u>APPENDICES</u>	
APPENDIX A .....	54
APPENDIX B .....	69
APPENDIX C .....	73

# CHAPTER I

## 1.1. INTRODUCTION

In English Grammar, the sentence structure in the simplest sense is shown as SUBJECT+VERB+OBJECT. Among these (subject, verb, object), verbs play an important part as they direct the relationship among all three.

Taking verbs as a base it is quite easy to understand the relationship among the three main parts of a sentence: For a start, verbs show the action done; from verbs if we go on to the subject, we can understand who did the action and then quite easily who/what the action happened to as we go on to the object. Modal auxiliaries (verbs), which are the subject of this study, belong to the verb class in grammar. They are a set of English verbs that are characteristically used with other verbs to express mood or tense. (Grolier International Dictionary: 1986) As they belong to the verb class, it might be useful to show verbs diagrammatically to see the position of modal auxiliaries among verbs.



As shown above (Jespersen, 1933: 73), verbs are divided into three groups: the first group, lexical verbs, are the words which can be used as the main verb of a sentence. They also express action, they can be conjugated like WALK, PLAY, WORK etc.

The second group, semi-auxiliaries, behave both like lexical verbs and auxiliary verbs. However, the auxiliary verbs, which are the third group in the diagram, are grouped as primary auxiliaries and modal auxiliaries. Primary auxiliaries are also divided into two; periphrastic: DO and aspectual passive: HAVE, BE. The second division of auxiliaries are can, may, shall, will, must, ought to, have to, could, might, should, would, had to.

Murphy (1987: 94) groups the auxiliaries according to the different purposes which they serve. These groups are:

- 1) Tense Auxiliaries
- 2) Do Auxiliary
- 3) Modal Auxiliaries

This study will only concentrate on the modal auxiliaries.

1.2. MODAL AUXILIARIES: These auxiliaries add a special semantic component to the verb, for example, they may express ability, obligation, possibility, permission etc. All the verb forms other than modal auxiliaries express statements of fact, or what the speaker or writer considers to be fact, or what he expects to become fact. They generally do not show a happening or event but show the speaker's or writer's thoughts about actions: permission, for example, means that you are allowed to do something but not necessarily that you will do it. In short, they don't show the characteristics of other auxiliaries as be, do, does etc. show.

### 1.3. MODALITY

Essentially modality is the idea of expressing something which is not a fact (Murphy, 1987: 195). In fact, modality discusses non-factual concepts such as potentiality, possibility, probability, necessity, obligation etc. As far as the concepts expressed by modality are concerned, it can be seen that these concepts are not real facts; they are thoughts/opinions/ideas of the speaker or writer. In English, the principal means of expressing modality is through modal auxiliaries.

### 1.4. ENGLISH MODAL AUXILIARIES AND TURKISH MODAL SUFFIXES

In English the concept of modality is expressed by means of modal auxiliaries (can, may, have to etc.). That is, English uses modal auxiliaries to express nonfactual concepts such as potentiality, possibility, probability, permission, necessity, obligation etc. Whereas some languages e.g. Turkish uses different grammatical devices to express modality, i.e. non-factual concepts such as those listed above. Murcia-Freeman (1983) also mention the difference between languages in expressing modality. According to them, "modal auxiliaries are one of the more difficult structures that an ESL/EFL teacher will have to deal with. One reason for this is that student s' native language might show differences" (Murcia-Freeman, 1983: 80). This difference can be observed between English and Turkish.

While English uses modal auxiliaries to express modality, Turkish uses modal suffixes instead i.e.

-Ebil , -mEli, -EcEK etc.

There is a difference in the approach (grammatical) that the two languages (Turkish and English) take for expressing modality as well as the overlapping semantic

categories and functions i.e, one modal auxiliary in English is used in different semantic categories. The modal auxiliary can, for example, is used for expressing permission, possibility and ability. Similarly, the modal auxiliary may is used for expressing permission as well as possibility:

Ex : You may smoke in this room. (Permission)  
I may have misunderstood you. (Possibility)  
Can I borrow your pen? (Permission)

(Leech, 1971: 67-70)

On the other hand in Turkish -mEli, -Ebil, -EcEK do account for all the different semantic functions that occur.

Ex : Ahmet gelebilir. 'Ahmet may come'  
(-Ebil -Possibility)  
Bunu yapabilir misiniz? 'Can you do this?''  
(-Ebil - Ability)  
Pencereyi açabilir miyim? 'Can I open the window?''  
(-Ebil - Permission)

(Underhill, 1976: 403)

Taking these facts into account, this study will try to find out:

- Is it structurally difficult for Turkish students learning English as a foreign language to use English modal auxiliaries?

- Which ones of the English modal auxiliaries are more frequently (often) used by Turkish students learning English as a foreign language?

- Do Turkish students learning English as a foreign language use some modal auxiliaries less than the others? If so, what is the order of their usage?

- Can the order of use of modal auxiliaries be related to the order of frequency of the modal auxiliaries in English?

To find out the answers to the above questions, this study will take into consideration the following English modal auxiliaries and functional categories as stated in Leech (1971: 67-83):

Modal Auxiliaries : Can, may, shall, will, must, have to, could, might, should, would, had to, ought to.

Functional Categories:

Permission; can, may, might, could.

Possibility; can, may, might, could.

Ability; can

Obligation/Compulsion; must, have to, ought to, should

Logical Necessity; must, have to, ought to, should.

Willingness; will, shall

Insistence; will, shall

Intention; will, shall

Predictability; will, would

Advisability; should, ought to

Benediction and malediction; may

While analyzing Turkish modal suffixes, the following suffixes and functional categories will be taken into consideration as stated in Leech (1971: 67-83) and Underhill (1976: 403-406):

Modal Suffixes: -Ebil, -mEli, -EcEK.

Functional Categories:

Permission; -Ebil

Possibility; - Ebil

Ability; -Ebil

Obligation/Compulsion; -mEli

Logical Necessity; -mEli

Willingness ; -EcEk  
Insistence ; -EcEk  
Intention ; -EcEk  
Predictability; -EcEk  
Advisability ; -mEli

Benediction and malediction; subjunctive.

## CHAPTER II

### ENGLISH MODAL AUXILIARIES AND THEIR FUNCTIONS

#### 2.1. FUNCTIONS OF ENGLISH MODAL AUXILIARIES

As is outlined in Chapter I, English uses modal auxiliaries to express non-factual concepts such as permission, ability, possibility etc. These non-factual concepts may be indicated by more than one modal auxiliary. For example, permission is expressed by both the modal auxiliaries may and can. It is also possible to express possibility by means of the modal auxiliaries may, might and can.

It might be easier to structurally explain how English modal auxiliaries are used. However, what we are interested in is the functions of English modal auxiliaries/ how they are used functionally.

Therefore, the following English modal auxiliaries and their functions as categorized by Leech (1971) will be examined in this chapter.

##### 2.1.1. PERMISSION

Permission semantically means that you are given permission to do something or someone has said that they will allow you to do something (Collins Cobuild Dictionary, 1987).

This function is performed by the modal auxiliary



may, can, might, could.

May: In informal English, may signals permission given by the speaker;

- You may smoke in this room. (You are permitted (by me) to smoke in this room)

but in more formal contexts the meaning is not limited in this way. It is extended to GENERAL PERMISSION without respect to who does the permitting. (Leech, 1971: 67)

Can : -You can smoke in this room. (You are allowed to)

- Can I borrow your pen?

May has been considered to be the 'correct' auxiliary of permission. Yet in fact, can is more widely used than may as an auxiliary of permission in colloquial English. 'You can smoke in this room' means simply 'the rules allow it!'

On the other hand, can tends to be avoided in formal and polite usage (both written and spoken English), because may is felt to be the more respectable form. (Leech, 1971: 70)

In colloquial speech however the difference between can and may is unimportant.

Could : Could shows that permission was given at some time in the past but is no longer given under the conditions described.

- At one time anyone could travel without a passport. (but not now)

Might : Might is used for permission in past tense sequences.

- She said that we might play in the garden.

(Murphy, 1987:197)

The English modal auxiliaries can, could, may, might also express another function within 'permission' function. They are used for expressing polite requests (for permission).

- Can Tom use the car whenever he likes?

- Could students choose what they wanted to study?
- May/Might I have a copy of the letter?

(Thomson-Martinet, 1986:130,246)

Polite requests are also expressed by using the English modal auxiliary would.

- Would you shut the door please?

(Thomson-Martinet, 1986:248)

### 2.1.2. POSSIBILITY

Possibility semantically means that something might be true or might happen (Collins Cobuild Dictionary, 1987).

Possibility function is expressed by the modal auxiliaries can, may, could, might.

May : This use of may is common in statements; it does not occur, however, in questions. Possibility meaning of may shows us that something is possible to happen or it is possible that something is true.

- Careful, that gun may be loaded. (It is possible that it is loaded.) (Leech, 1971: 68)

May in the possibility function usually refers to a future event when combined with an 'event verb': may go, may become, may lose, etc. (Leech, 1971:68)

Can : The possibility function of can is not particularly frequent in positive statements, where it is in competition with may; but it is common in negative and interrogative clauses.

- Even expert drivers can make mistakes
- Lightning can be dangerous.

- He can't be Japanese, he doesn't look like Japanese.

Another distinguishing mark of the 'possibility' function is its occurrence in passive clauses: 'This game can be played by young children' means 'It is possible for this game...';

but the active sentence 'Young children can play this game' could be interpreted in the 'ability' sense. (Leech, 1971: 71)

Colloquially, can (=possibility) is very often used to express a suggestion for future action: We can see about that tomorrow!

Could : Could in place of can in the present and future meanings of possibility shows doubt, not a change in tense.

- Even good cooks could turn out bad food at times.  
(possible but not very likely)

- The dean could see you at 2.30 (Perhaps an appointment might be arranged) (Murphy, 1987: 193)

Might: Might is also used for possibility in the present or future. Generally, the possibility when might is used is weaker than when may is used. With might there is often a strong implication of doubt that the action will take place, especially when the auxiliary is stressed.

- It might rain, but I don't think it will.

- They might visit us, but I haven't heard anything from them for several weeks.

### 2.1.3. ABILITY

Ability means the quality or skill that you have which makes it possible for you to do something (Collins Cobuild Dictionary, 1987)

This function is given only by the modal auxiliary can.

- Our team can easily beat your team (=..... is capable of ....., is able to.....)

- Can you ride a horse?

Can in this sense is very common and is more or less synonymous with is able to or is capable of. When it refers to a

permanent ability (as in Can you speak English?), can is also more or less equivalent to know how to.

With verbs of 'inert perception' and 'inert cognition' there is really no difference between ability and accomplishment, so can tends to lose its distinctive modal meaning. I can remember scarcely differs from I remember as a means of indicating a state of recall. Similarly, there is little difference between I can't understand and I don't understand. With verbs of 'inert perception', on the other hand, can not only loses its modal value, but has the additional special function of denoting a state rather than an event, As the Simple Present with these verbs has only an 'instantaneous' meaning, the main difference between I can hear and I hear, I can see and I see, is one of 'state of perception' versus 'momentary perception'. (Leech; 1971:69)

#### 2.1.4. OBLIGATION/COMPULSION

Obligation/compulsion means that something you must do something because you have promised to do it or because it is your duty to do it (Collins Cobuild Dictionary, 1987)

This function is expressed by the modal auxiliaries must, have to, ought to, and should.

Must: In must obligation/compulsion is imposed by the speaker.

- You must be back by ten o'clock. (You are obliged (by me) to .....)

---

Verbs of 'inert perception' include verbs like feel, hear, see, smell, taste where the perception is passive. These verbs tell us that the perceiver is not actively directing his attention towards something. Verbs of 'inert cognition' however, include verbs which show states of mind like believe, forget, hope, imagine, know, suppose, understand, etc. The perception is also passive like the verbs of inert perception (Leech, 1971: 20-21)

- I must go now, or I'll be late.

A usual implication of must is that the speaker is the person in authority: he is the one who gives the orders. Consistent with this principle, I must and we must convey the idea of self-compulsion (Leech, 1971: 73)

Have to : For obligation or compulsion function have to and must differ in that the authority of the speaker is not involved: have to conveys obligation generally, without specifying who does the compelling.

- You have to be back by ten o'clock. (You are obliged..... )

- She'll have to sleep in the kitchen.

Ought to : Ought to has the same function as must but it lacks full confidence in the fulfilment of the happening described by the main verb.

- He must pay for the broken window. (and he will do so, because I say so)

- He ought to pay for the broken window. (but he probably won't)

Should : Should can be used as an alternative to ought to in this function.

- He ought to pay for the broken window.
  - He should pay for the broken window.
- = Obligation/  
Compulsion  
lacking  
fulfilment of  
the action

### 2.1.5. (LOGICAL) NECESSITY

(Logical) necessity semantically means that something must happen in this way because nothing else is possible or practical in the circumstances (Collins Cobuild Dictionary, 1987 )

This function is also given by modal auxiliaries must, have to, ought to, and should.

Must : Must in this function indicates knowledge arrived at by inference or reasoning rather than by direct experience. (Leech, 1971:70)

- He must be working late at the office. (That is necessarily the case-no other explanation is possible.

- There must be some mistake.

- You must have left your handbag in the theatre.

For each example we could add the comment 'Given the evidence, there can be no other conclusion'.

Have to: There is a difference between must necessity and have to necessity. Must expresses factual necessity, have to expresses theoretical necessity.

- Someone must be telling lies. (=It is impossible that everyone is telling the truth)

- Someone has to be telling lies. (=It is impossible for everyone to be telling the truth) (Leech, 1971:69)

Ought to: Ought to weakens the force of must (=logical necessity) by indicating that the speaker has doubts about the soundness of his conclusion.

- Our guests must be home by now. (I conclude that they are, in that they left half-an-hour ago)

- Our guests ought to be home by now. (I conclude that they are, but whether my conclusion is right or not I don't know)

Should: Should can be used as an alternative to ought to in this function.

- Our guests ought to be home by now.

= Our guests should be home by now.

(Gethin, 1983: 197)

#### 2.1.6. WILLINGNESS

Willingness means someone's readiness to do something (Collins Cobuild Dictionary, 1987)

Will and shall will only be dealt with as modal auxiliaries not as future tense markers.

Modal auxiliaries will and shall give the function of willingness.

WILL : Willingness shows the strong wish of the subject of the sentence This is expressed by will.

- Who will lend me a cigarette ? I will (Who is willing ..... ?)

- He 'll do anything for money.

This meaning of will is common, especially in second-person requests.

Will you.....? in requests, although in logical terms a question about the listener's willingness, is in fact a more polite substitute for an imperative.

Shall : The difference between will and shall for that function is that shall implicates the will of the speaker, rather than that of the subject of the sentence. So shall expresses willingness on the part of the speaker.

- He shall be rewarded if he is patient.

- You shall stay with us as long as you like.

This usage of shall is rare (Leech; 1971:81)

#### 2.1.7. INSISTENCE

Insistence expresses a person's act of insisting that something must be done (Collins Cobuild Dictionary, 1987)

This function is again expressed by will and shall.

Will : This functional use of will shows strong volition. By using will for this function the subject of the sentence wants to show his strong willingness for doing something.

- He will go swimming in dangerous waters. (He insists on going swimming)

This meaning of will is not very common, possibly because of the strong emotional overtones accompanying the idea of insistence. (Leech, 1971)

Shall: This use of shall shows strong volition on the part of the speaker.

- You shall obey my orders! (I insist that you obey..)
- He shall be mine.

This use of shall, suggests that the listener's will is entirely subservient to that of the speaker.

#### 2.1.8. INTENTION

Intention expresses someone's aim or purpose, or someone's idea/plan of what he is going to do (Collins Cobuild Dictionary, 1987).

Intention is given by will and shall.

Will: Occurring mainly with first person subjects, will in this sense conveys, according to context, a promise, a threat, or a corporate decision, The volitional element of meaning is reinforced by a feeling that in the act of speaking, a decision has been made, and that the fulfilment of the intention is guaranteed. (Leech, 1971)

- I will write tomorrow
- We 'll celebrate this tonight. (=Let's)

Shall: This use of shall as in the others shows intention (volition) on the part of the speaker.

- I shall write tomorrow.

Like will, shall has volitional sense of 'intention', which does not overlap with the preceding two volitional meanings.

#### 2.1.9. PREDICTABILITY

Predictability expresses foreseeing of actions. If something is predictable we know in advance that this action is going to happen (Collins Cobuild Dictionary, 1987)



This function is given by modal auxiliary will.

Will: - By now he will be eating dinner.

- They will have arrived by now.

This usage of will is more closely related to the future meaning of will/shall than to the preceding volitional meanings.

In 'By now he will be eating dinner', the speaker makes a forecast about a present event not directly observable.

To this extent, will (predictability) belongs to contexts similar to those of must (logical necessity). In fact, must could replace will in the above examples.

The 'predictability' sense of will is naturally suited to scientific statements like: 'If litmus paper is dipped in acid, it will turn red'. (Leech, 1971:79)

In many general statements, habitual predictability, comes to have the force of 'typical' or 'characteristic behaviour'.

- A lion will attack a man only when hungry. (=It is predictable or characteristic of lions that they attack men only when hungry)

'Characteristic behaviors' is also the meaning of will in descriptions such as:

- He will go all day without eating.

#### 2.1.10. ADVISABILITY

Advisability is the quality of being advisable; propriety (Mac Millian Dictionary, 1979)

Modal auxiliaries should and ought to are used to express advisability function.

This function expresses what is wise or advisable for someone to do. Both should and ought to are used equally to

state this function. This function is generally used when talking about general truths:

- Children should be respectful to older people
- = Children ought to respect older people.
- Drivers should be careful when it rains.
- = Drivers ought to be careful when it rains.

#### 2.1.11. BENEDICTION AND MALEDICTION

Benediction expresses blessing or asking God to bless someone. Malediction means utterance of a curse against someone (Collins Cobuild Dictionary, 1987; Mac Millan Dictionary, 1979).

This function is expressed by the modal auxiliary may.

- May his evil designs perish!
- May God grant you happiness!
- May you rot in Hell!

(Leech, 1971:68)

This use of may is very formal, and is rarely found in modern English. It is marked by inversion of the subject and auxiliary verb. There are no interrogative, negative, or Past Tense forms.

So far the functional use of English modal auxiliaries have been examined. Apart from their functional use, we need to know how English modal auxiliaries are used grammatically. There are some common rules about this.

In a sentence, modal auxiliaries behave in the following ways:

1) They can be followed only by a verb in the bare infinitive form.

Ex: We must get there before seven.

Somebody ought to do something.

2) They do not inflect. We do not use 'He musts' or 'she musted'.

3) In questions the modal comes before the subject.

Ex: Where can I got my book published?

Will you meet me there?

4) In negative clauses, the modal comes before the negative word 'not', and in 'cannot' the two words are joined together. The word 'not' has a contracted form 'n't' which can be added to modals.

Ex: A picnic wouldn't be any fun without you.

I might not see him again.

5) A modal can be used as a verbal group on its own when it is in contrast with another full verb group. It is not necessary to repeat the main verb. The aim is to draw attention to the contrast.

Ex: I haven't strangled him yet but I might.

6) They are used in question tags, as in

Ex : You will be there, won't you?

7) Only one modal can be used in a verbal group. There is no co-occurrence.

Ex: He \*can must open the window.

8) We do not add -s in the third person singular present.

9) Modals have no -ing form.

Grammatically, each English modal auxiliary is used according to the rules given above. There is no divergence of rules in their grammatical use. However, as stated in the examples on page 1-9 English modal auxiliaries differ in their functional use.

## CHAPTER III

### FUNCTIONS OF TURKISH MODAL SUFFIXES

#### 3.1. TURKISH MODAL SUFFIXES

As stated in Chapter II, the principal means of expressing non-factual concepts (modality) is through modal auxiliaries in English whereas Turkish uses some suffixes to correspond to these non-factual concepts (permission, possibility, ability etc). These non-factual concepts can be considered functions as they correspond to semantic rather than grammatic categories in both languages. Also what we are interested in is their functions. For example, permission function in Turkish expressed by the suffix -Ebil or willingness is expressed by the suffix -EceK. Sometimes the same suffix may be used to express more than one function. For instance permission, possibility and ability may be expressed by the same suffix -Ebil.

The overlap between semantic categories and functions and grammatical structures used for expressing modality can be observed as far as the Turkish language is concerned as stated in Chapter I. The following suffixes and semantic categories and functions will be taken into consideration as categorized in Leech (1971:67-83) and Underhill (1976: 403-406).

#### 3.2. FUNCTIONS OF TURKISH MODAL SUFFIXES

##### 3.2.1. PERMISSION

This function is expressed by the Turkish modal

suffix -Ebil. It doesn't matter whether permission is expressed by using one of the English modal auxiliaries can, may, could, (that are said to express permission function in English), the same Turkish modal suffix will be used again.

- "Çok özür dilerim, bir şey sorabilir miyim?  
Çok üzgün görünüyorsunuz, neden bu üzüntünüz?"  
(Aziz Nesin, 1970:119) } Permission

- "Artık bizde toplanabiliriz, dedi.  
Hemen hemen her akşam, arkadaşlardan biri  
Pavel'lere gelirdi. Birlikte okurlar, bazı  
pasajlar kopya ederlerdi."  
(M.Gorki, 1972:46) } { can }  
{ may }

- "Böyle şeylerden söz etmek yasaktı.  
Burada yalnız ailevi konular konuşulabilirdi". } Permission  
(M.Gorki, 1972:129) } could

The permission in the first two examples can be expressed by the English modal auxiliaries can and may. Both can be used interchangeably without any difference in meaning. It is not possible to make a clear-cut semantic distinction between them. The third sentence is an example of permission expressed by the modal auxiliary could. Structurally, could is formed by adding the past tense suffix -di to the modal suffix -Ebil (-Ebil + di). It may also mean past permission.

The source of permission (whether it is given by the speaker or subject of the sentence) does not affect the use of the Turkish modal suffix -Ebil.

### 3.2.2. POSSIBILITY

The Turkish modal suffix -Ebil is used to express this function in Turkish. English uses the modal auxiliaries might, can, may, could to express this function whereas Tur-

kish has only one modal suffix.

- "Ama, salt beni hoşnut edebilmek için,  
korkunu gizlemiş olabilirsin.."

(Bekir Yıldız, 1984:71)

- "Bu kin, beni doğru ve güzel olana biraz  
daha çabuk yaklaştırabilir belki de."

(Bekir Yıldız, 1984:74)

- "Ama ben, ölmeye değil, olsa olsa öldür-  
meye razı olabilirim gene de..."

(Bekir Yıldız, 1984:84)

- Beni yüzüstü bırakmışlığıyla ilgili bir-  
şeylerin yazılmış olabileceğinden korku-  
yorum."

(Bekir Yıldız, 1984:85)

Possibility

{ can  
may  
might  
could }

All the above sentences can be expressed by the English modal auxiliaries may, can, might, could. A clear-cut semantic distinction cannot be made among them. Each of them can be used interchangeably to express possibility function.

### 3.2.3. ABILITY

The ability function is again expressed by the Turkish modal suffix -Ebil. The correspondent modal auxiliaries in English for this function are can, could.

- Fransızca konuşabilirim. (Ability-can)

- Aşkolsun demiş, bu kadarlık

yere bunları nasıl sıkıştırabildiniz? (Past Ability-  
could)

(Aziz Nesin, 1970:137)

(-Ebil+di(Past  
Tense suffix)

### 3.2.4. OBLIGATION/COMPULSION

Obligation/compulsion function is expressed by the Turkish modal suffix -mEli. The English modal auxiliaries used for this function are must, have to, had to

- Çok çalışmalısın. (Obligation/compulsion-must)
- Gitmeliyim. (Obligation/compulsion-have to)
- Gitmeliydim. (Obligation/compulsion-had to)

(Underhill, 1976:403)

As can be seen from the above examples, there is a functional(semantic) and also grammatical overlap in the use of the Turkish modal suffix -mEli. While Turkish uses one modal suffix to express obligation/compulsion function, English uses three different modal auxiliaries (must, have to, had to).

### 3.2.5. LOGICAL NECESSITY

This function is performed by the Turkish modal suffix -mEli. This suffix stems from the Turkish verb (-olmak). The suffix is originally (-ol + (-mEli))

The corresponding English modal auxiliaries which express this function are must, have to, had to, ought to, and should.

- 'Hırsız kapıdan girmiş olmalı'. (Logical Necessity-must)
- 'Bir yanlışlık olmalı'. (Logical Necessity-must, have to)
- 'Yakında geliyor olmalı'. (Logical Necessity-should, ought to)
- 'Böyle bir şey beklemiyor, boş (Logical Necessity- bulunmuş olmalı, iki metre should, must, ought to) savrulup, ötede bir masadaki kadının üstüne çıktı'.

(Aziz Nesin, 1970:131)

In logical necessity function, must factual necessity and have to deals with theoretical necessity in English. Also ought to and should is concerned with logical necessity by indicating the speaker's doubts about the conclusion. We cannot see such a clear semantic distinction between the uses of the Turkish modal suffix -mEli. This suffix, as outlined in 3.2.5, is originally (-ol + (-mEli)).

### 3.2.6. ADVISABILITY

This function is expressed by the Turkish modal suffix -mEli. The corresponding English modal auxiliaries are should and ought to.

- 'Yaptığın şey için özür dilemelisin'. (Advisability-  
should, ought to)
- Dikkat: 'Bu musluğun kullanıldığı, (Advisability-  
yerlerin döşemesi yumuşak olmalıdır. should ought to)

(Aziz Nesin, 1970:85)

### 3.2.7. WILLINGNESS

Willingness can be expressed by the Turkish modal suffix -EcEk. The corresponding modal auxiliaries are will and shall in English.

- 'Siz bu işe karışmayın, delikanlı (Willingness-will,  
ile ben konuşacağım dedi.' shall)

(Aziz Nesin, 1970:44)

The suffix -EcEk is also used for expressing future tense. We cannot make a distinction between this (grammatical) use and the functional use (mentioned above) of the Turkish modal suffix -EcEk.

- 'Bre kâfirler! diye haykırdı, yarın (Future Tense-  
kıyamet günü ne hesap vereceksiniz? will)

(Aziz Nesin, 1970: 38)



### 3.2.8. INSISTENCE

The Turkish modal suffix -EcEk is used for this function. The corresponding English modal auxiliaries are will and shall.

- 'Ne derseniz deyin oraya gideceğim'. (Insistence-will, shall)
- 'Yoo..... Olmaz! Herkes gibi koştun (Insistence-will, shall)  
mu hapı yuttun demektir. Herkesten  
çok koşacaksın ki paçayı kurtarasın'.  
(Aziz Nesin, 1970:45)

### 3.2.9. INTENTION

To express the intention function, Turkish uses the modal suffix #EcEk again. The modal auxiliaries will and shall are used for this function in English.

- 'Kitabı yarın sana getireceğim'. (Intention-will, shall)
- 'Anladım ki, bana hürmetinizden (Intention-will, shall)  
sizlerde içmiyeceksiniz'.  
(Aziz Nesin, 1970:35)

The English modal auxiliaries will and shall are used, without indicating a clear-cut distinction, to express willingness, insistence, and intention.

### 3.2.10 PREDICTABILITY

The modal suffix -EcEk is used to express the predictability function in Turkish. The corresponding English modal auxiliaries are will and would. Turkish expresses predictability function by using 'if clause'. The two examples below express predictability but they also use 'if clause'.

- 'Eğer onu tanıyorsam, şimdi odasına (Predictability-  
çekilip kitabını okuyacaktır! will, would)

-'O benden önce karakola koşsa (Predictability-will,  
haklı çıkacak'. would)

(Aziz Nesin, 1970:52)

As indicated in the above functions, there is a grammatical as well as a semantic (functional) overlap between English modal auxiliaries and Turkish modal suffixes. It might be possible to show this overlap by means of the following chart.

-Ebil	permission, possibility, ability (can, may, might, could)
*EcEk	willingness, insistence, intention, predictability (will, shall, would)
-mEli	Obligation/compulsion, logical necessity, advisability (must, have to, should, ought to, had to)

According to the chart above, it seems possible to express more than one function by one Turkish modal suffix.

e.g. -May I open the window? (Permission-may)

=Pencereyi açabilir miyim? (-Ebil)

-I might go to İstanbul tomorrow (Possibility-might)

=Yarın İstanbul'a gidebilirim. (-Ebil)

-I can speak French. (Ability-can)

=Fransızca konuşabilirim. (-Ebil)

The Turkish modal suffix -Ebil thus expresses three functions; permission, possibility and ability.

If we look at the following chart we can see another example of a functional overlap.

Can	permission, possibility, ability, request
may	permission, possibility, benediction and malediction, request
might	permission, possibility.
could	permission, possibility, request
must	obligation/compulsion, logical necessity
have to	obligation/compulsion, logical necessity
ought to	obligation/compulsion, logical necessity, advisability
should	obligation/compulsion, logical necessity, advisability
will	willingness, insistence, intention, predictability
shall	willingness, insistence, intention
had to	obligation/compulsion, logical necessity
would	predictability, request

According to the chart above, one modal auxiliary in English is used to express different functions. For example, the modal auxiliary can is used for expressing permission, possibility and ability functions in English.

Looking at the charts, it may be concluded that there is a semantic overlap both between the languages and within the languages. It is therefore possible to express more than one function by using only one Turkish modal suffix. For example, one Turkish modal suffix -Ebil is used for expressing permission, possibility and ability functions (these functions also correspond to the modal auxiliaries can, may, might, could). This shows the semantic overlap between the languages. Only one modal auxiliary can be used to express more than one function. For example in English, the modal auxiliary must, expresses both obligation/compulsion and logical necessity. This indicates the semantic overlap within the language. As far as the semantic overlap is concerned, one may be confused about the use of English modal auxiliaries and Turkish modal suffixes.

Grammatically the use English modal auxiliaries and Turkish modal suffixes depend on some (grammatical) rules. In a sentence, English modal auxiliaries grammatically behave according to the rules mentioned in Chapter II (Page 10). In Turkish the modal suffixes are added to the verb (stem) in a sentence. The function that is to be expressed determines the use of appropriate modal suffix after the verb. There is no overlap in their grammatical use. The same rules are true for each modal auxiliary and for each modal suffix.

## CHAPTER IV

### THE METHOD

#### 4.1. RESEARCH DESIGN

This study is a cross-sectional diagnostic case study.

In order to find out answers to the questions stated in Chapter I, two sets of tests were given to the students of Open Education Faculty preparatory school at Anadolu University in Eskişehir.

The results of the tests were analyzed by using statistical techniques.

#### 4.2. SELECTION OF SUBJECTS

The subjects were chosen from the preparatory school of Open Education Faculty at Anadolu University in Eskişehir.

According to a placement test, which determined the students proficiency level of English, given at the beginning of the academic year 1987-1988, students were placed into five groups: beginners (Group D), post-beginners (Group E), lower-intermediate (Group A and Group C), and upper-intermediate (Group B). The number of students in each group was between 25-35. Both Group A and Group C consisted of students who have the same proficiency level of English. As these two groups (A and C) were the only group with the same level of English, the subjects' of this study were chosen from these groups randomly. In order to get consistent results from

the tests, subjects had to have same proficiency level of English.

Subjects were native speakers of Turkish within the same age group ranging from 18 to 20. They were all high school graduates where they previously had been taught English. As all the courses are taught in English during their future studies, subjects have a very intensive English course in their preparatory year.

In the preparatory year the courses followed are 'Spoken', 'Grammar', 'Writing', 'Reading', 'Video', and 'Aural Comprehension'. The distribution of which is shown in Table 1.

Table 1  
The weekly distribution of courses in the preparatory year.

Number of students	Class	Courses					
		Spoken	Reading	Writing	Grammar	Video	Aural Comprehension
32	Upper-Intermediate (B)	Cambridge 2-3	4 hours	3 hours	4 hours	2 hours	2 hours
35	Lower-Intermediate (C)	10 hours					
32	Lower-Intermediate (A)	a week	4 hours	3 hours	4 hours	4 hours	2 hours
27	Post-Beginners (E)	Cambridge 1-2					
25	Beginners (D)	10 hours a week					

Subjects have both Turkish and foreign instructors. Their spoken, Aural Comprehension and Video classes are taught by foreign instructors whose native language is English. The other classes namely Reading, Writing and

Grammar are taught both by Turkish and foreign instructors.

#### 4.3. DATA COLLECTION AND DESCRIPTION OF TESTS

The tests given were of two types. The first test was a completion (fill in the blanks) test where subjects were asked to fill in the blanks with the appropriate modal auxiliary. There were 50 questions and 120 blanks to be filled in the first test, Questions were presented in context in this test. They were composed of short paragraphs taken from different textbooks. Each question was one short paragraph with one, two or sometimes three blanks to be filled in with the appropriate modal auxiliary. (Appendix A)

Second test was a translation test where subjects were asked to translate 25 (English) sentences in to Turkish and 25 (Turkish) sentences in to English. These 50 sentences were obtained from the actual instances of speech of native speakers of both languages (Turkish and English). Questions were presented in context. They were single sentences obtained during native speakers' daily speech (Appendix B).

The tests were given to the same group of subjects, 28 students from Groups A and C selected at random at different times. They were first asked to do the completion test and at another time the translation test. Subjects were given 60 minutes to finish each test.

#### 4.4. ANALYSIS OF THE TESTS

The subjects level of English was measured by a mid-term exam given at the preparatory school; this mid-term was third English exam. The reason of choosing this exam was that the grades obtained in the other exams were adjusted by using a curvegraph. Every English exam given at the preparatory school measure the proficiency level of students. Subjects were also given a test determining their use of English modal auxiliaries chosen in this study. A correlation

was done between the two in order to see if the high level of English meant a higher success in using English modal auxiliaries.

#### 4.5. FREQUENCY AND USE OF ENGLISH MODAL AUXILIARIES

Frequency counts of the English modal auxiliaries: 'can', 'could', 'may', 'might', 'shall', 'should', 'will', 'would', 'have to', 'had to', 'must', 'ought to' were done: Nine different types of texts (a scientific passage, an extract from a novel, a brochure, two telephone messages, an interview, an announcement, an extract from a guide book, the summary of a piece of news, a poem) (Appendix C), were chosen and fed into a computer. To include as many types of written material as we could, special attention was paid for the selection of texts. After the texts were fed into computer, the frequency count of each English modal auxiliary as stated above in each text was calculated and an order of frequency was found according to the percentages obtained from the results.

The order of use of the English modal auxiliaries in question was found by a completion test given to the subjects (Figure 1).

The results of the order of frequency and the order of use of the English modal auxiliaries in question were compared to find out if there was any relation between them. The aim was to see if a high-frequency modal was used more often, that is if frequency affected the use of modal auxiliaries (in question).

#### 4.6. METHODOLOGICAL ASSUMPTIONS

It is assumed that

1. The results of the first test (Fill in the blanks test) will determine the students' success in using modal auxiliaries.



2. The results of the first test will indicate the order of use of English modal auxiliaries.

3. The results of the translation test will help observe the grammatical overlap between the English modal auxiliaries and Turkish modal suffixes.

4. The comparison of the order of use and the order of frequency will determine the correlation between them.

#### 4.7. LIMITATIONS

1) The negative forms of the English modal auxiliaries shoul dn't, won't, couldn't, wouldn't, can't are not taken into consideration while doing statistical calculations.

2) There is a discrepancy between the numbers of different modal auxiliaries in the completion test; for example the number of blanks for the English modal auxiliary can were 10 whereas the number of blanks for the English modal auxiliary shall were 2.

3) This study was limited to the preparatory students in the open Education Faculty of Anadolu University

4) A mid-term exam (the third exam given at the preparatory school: every exam given at the preparatory school is assumed to be a measure of students' proficiency level in English)

5) The testing of the use of English modal auxiliaries which were chosen according to the students' level of English which was measured by a mid term exam given at the preparatory school.

6) The testing of the use of English modal auxiliaries by two tests:

a) a fill in the blanks (completion) test

b) a translation test

7) The question of usage versus order of modal auxiliaries in English. The correlation between the difficulty of English modals and their frequency or their use has not been taken into consideration.

## CHAPTER V

### ANALYSIS OF THE RESULTS

#### 5.1. THE RESULTS OF THE TESTS

The general aims of this study are to find out:

1. whether it is structurally difficult for Turkish students learning English as a foreign language to use English modal auxiliaries;
2. whether there are some English modal auxiliaries used more (often)/less than the others
3. the order of use of the English modal auxiliaries (as studied in this thesis);
4. the order of frequency of the English modal auxiliaries (as studied in this thesis);
5. whether there is a corelation between the order of use and the order of frequency of the English modal auxiliaries.
6. whether the Turkish students' level of English affect their success in using English modal auxiliaries

To achieve these aims, the students were given two tests. The first test was a fill in the blanks test where the students were asked to fill in the blanks with the appropriate English modal auxiliary and the second test included translations from English into Turkish and from Turkish into English.

The tests were analyzed in terms of correct responses. In each test, each correct response was given point. The number of correct responses for each English modal auxiliary in the first test are as follows:

CAN	: 10	SHALL	: 2	
COULD	: 15	SHOULD	: 10	
MAY	: 6	MUST	: 10	
MIGHT	: 5	HAVE TO	: 3	} HAVE TO: 4
WILL	: 13	HAS TO	: 1	
WOULD	: 23	HAD TO	: 3	
		OUGHT TO	: 1	

According to this, the highest score a student could get in the fill in the blanks (completion) test was 120 points and 50 points in the translation test.

Bar graphs were used to find out a) the order of use of the English modal auxiliaries in both fill in the blanks (completion) and translation tests; b) the order of frequency of the English modal auxiliaries; c) the correlation between the use and frequency of the English modal auxiliaries

A scattergram and a correlation were used to see if there was a correlation between Turkish students' level of English measured by a midterm exam given at the preparatory school and the testing of English modal auxiliaries (in question) determined by a fill in the blanks test presented in context.

A frequency count of the English modal auxiliaries (can, could, may, might, will, would, shall, should, must, have to, had to, ought to) was conducted through a special computer program in order to find out the order of frequency of the English modal auxiliaries.

## 5.2. THE RESULTS ANALYZED IN BAR GRAPHS

To answer the questions 1,2,3 and 4 stated in Chapter I, and to see Turkish students' scores obtained in the testing of English modal auxiliaries in both fill in the blanks and translation test and the results obtained from the frequency counts of the English modal auxiliaries in question, bar graphs were drawn. Then, the results of the exams were analyzed in bar graphs.

### 5.2.1. THE RESULTS OF THE FILL IN THE BLANKS (COMPLETION) TEST

The scores of the fill in the blanks test were points of the subjects which they got from the test. There were 120 blanks to be filled with the appropriate modal auxiliary in this test, each of which was given 1 point. The total score of each modal auxiliary was then indicated as percentages in Table 2.

Table 2  
The Percentages of the English modal auxiliaries  
in fill in the blanks test

Modal Auxiliaries	Percentages
ought to	0
might	2
had to	4
may	7
shall	9
could	10
have to	12
should	18
will	24
must	25
would	28
can	35

These percentages were ordered from the lowest one to the highest and shown in bar graphs. The order of use of the English modal auxiliaries was found by means of this ordering which is shown in Figure 1. According to Table 1 and Figure 1, it can be concluded that the English modal auxiliary can is the one which is used most often and ought to is the one which is used the least. The other auxiliaries ranging in between.

### 5.2.2. THE RESULTS OF THE TRANSLATION TEST.

In the translation test there were 25 sentences (English) to be translated into Turkish and 25 sentences (Turkish) to be translated in to English. The scores of each modal auxiliary were indicated as percentages and shown in bar graphs. The order of use of modal auxiliaries was found for the translation test by ordering these percentages from the lowest one to the highest one.

#### 5.2.2.1. THE RESULTS OF THE TURKISH-ENGLISH TRANSLATION TEST

The results of the Turkish-English translation test are shown in Table 3.

Table 3

The results of the Turkish-English translation test

Modal Auxiliaries	Percentages
could	14
should	21
would	36
have to	50
can	70
will	73

The percentages of the modal auxiliaries ought to, might, had to, may, shall, must cannot be calculated as subjects could not use there auxiliaries satisfactorily and accurately.

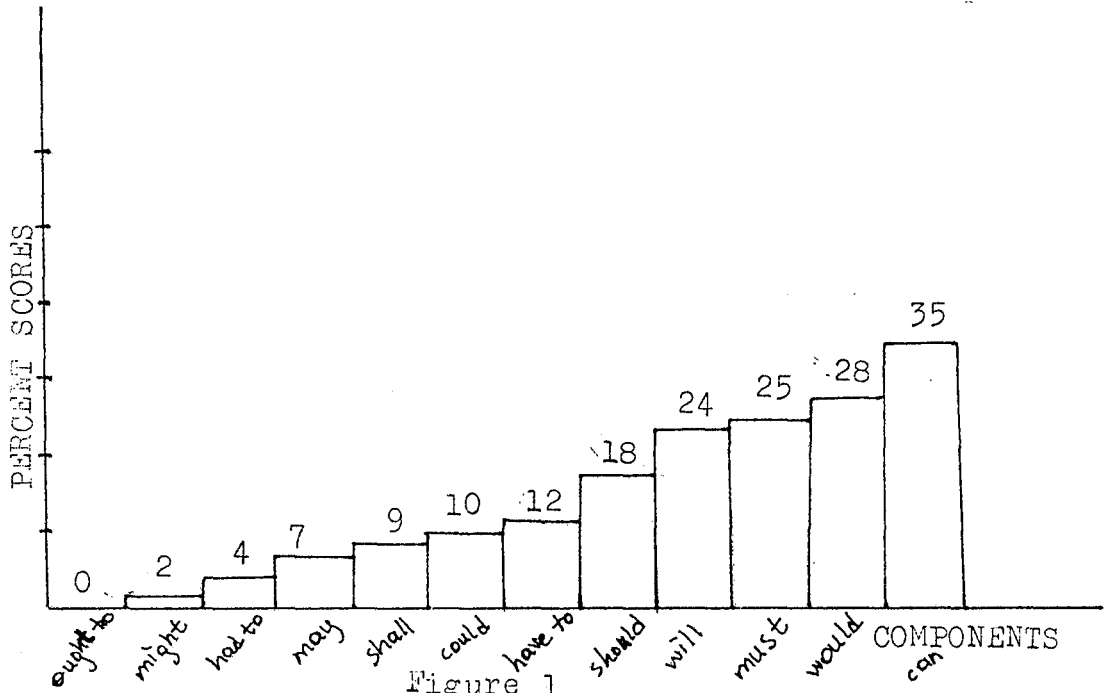


Figure 1

The Order of Use of English Modal Auxiliaries in fill in the blanks test

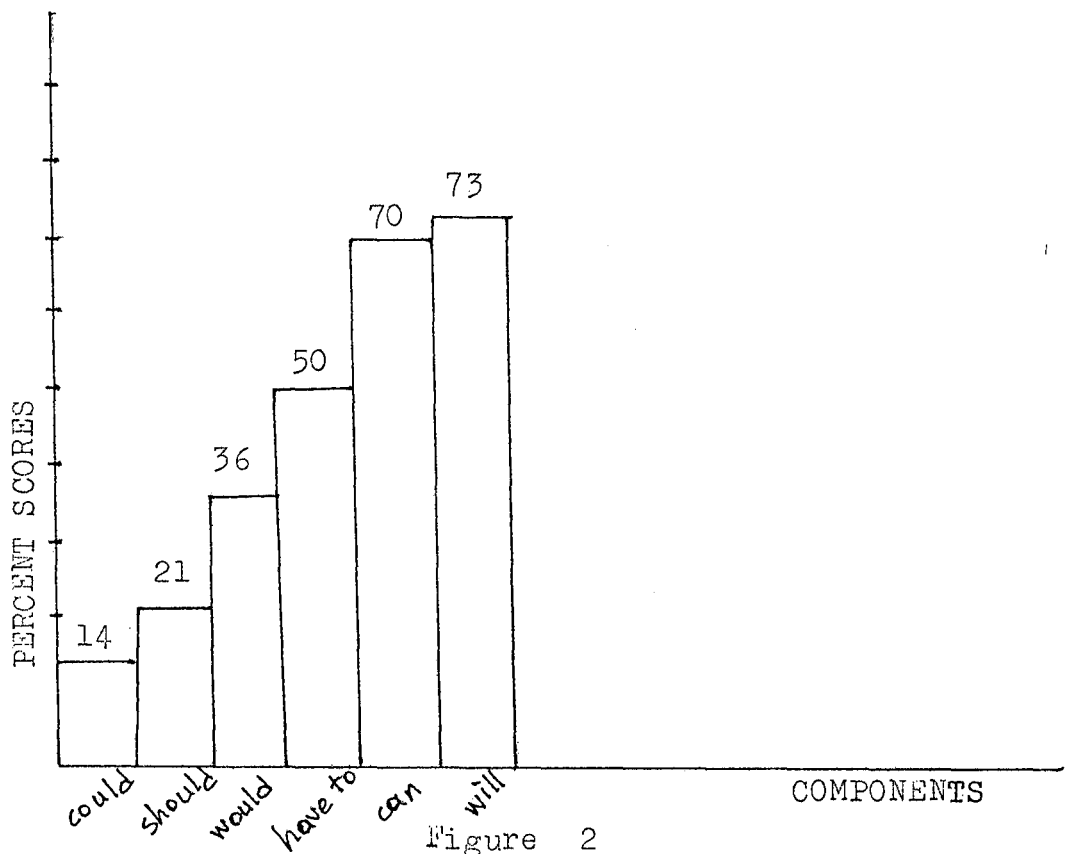


Figure 2

The Order of use of English Modal Auxiliaries in Translation Test

Therefore, no definite score could be found as percentage for these modal auxiliaries.

The order of modal auxiliaries in Turkish-English translation test is shown in Figure 2.

Taking the results of the Turkish-English translation test into consideration, it can be concluded that will is the modal auxiliary which is used most (often) and could is the modal auxiliary which is used least (less than the others).

#### 5.2.2.2. THE RESULTS OF THE ENGLISH-TURKISH TRANSLATION TEST

The results of the English-Turkish translation test cannot be indicated as percentages and cannot be shown in bar graphs. The reason for this result was that, certain Turkish modal suffixes were used for certain group of English modal auxiliaries. That is; for a group of modal auxiliaries, one Turkish modal suffix was used in translations from English-Turkish and the findings were shown in Table 4.

Table 4

The Results of the English-Turkish Translation Test

Modal suffix	Modal Auxiliaries
-Ebîl	can, could, may, might
-EcEk	will, would, shall
-mElî	should, must, have to, had to, ought to.

According to the above table. It can be said that there is a grammatical overlap between the English modal auxiliaries (in question) and Turkish modal suffixes as the translations were grouped under certain modal suffixes.



### 5.2.3. THE RESULTS OF THE FREQUENCY COUNTS (OF THE ENGLISH MODAL AUXILIARIES IN QUESTION)

By analyzing nine different type of texts (Appendix C) the frequency counts of the English modal auxiliaries can, could, will, would, shall, should, may, might, must, have to, had to, ought to were done and the results were shown in Table 5.

The results were then calculated as percentages and the English modal auxiliaries in question were ordered according to these percentages from the lowest to the highest one. This order indicated the order of frequency which is shown in Figure 3 by means of bar graphs.

It is seen that ought to is the least and will and can are the most frequent modal auxiliaries according to the order of frequency shown in bar graphs in Figure 3.

In the following Chapter the results of the tests given will be discussed in detail.

### 5.3. CORRELATION AND SCATTERGRAM

A correlation between the students' level of English measured by a mid-term exam in the preparatory school and their scores obtained in the testing of the English modal auxiliaries in question (by a fill in the blanks test) was calculated as  $r: -0,36361$ . This correlation is shown in a scattergram in Figure 4.

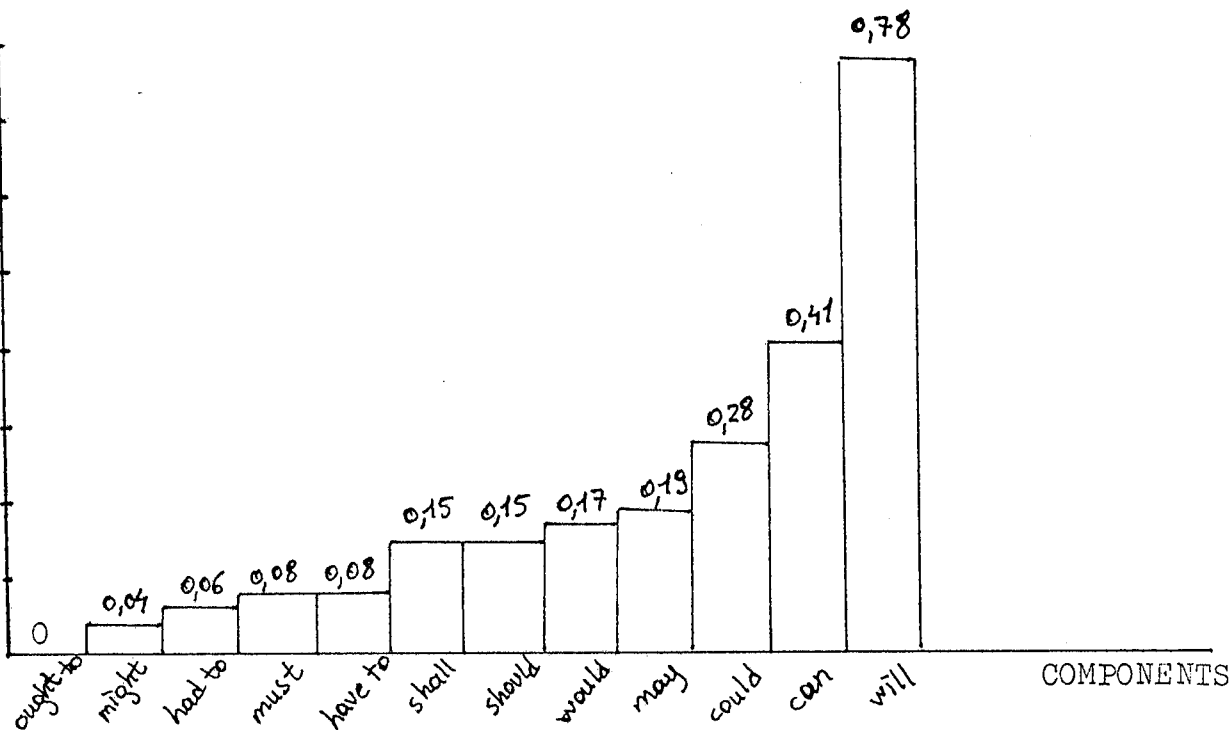


Figure 3: Order of Frequency of English Modal Auxiliaries

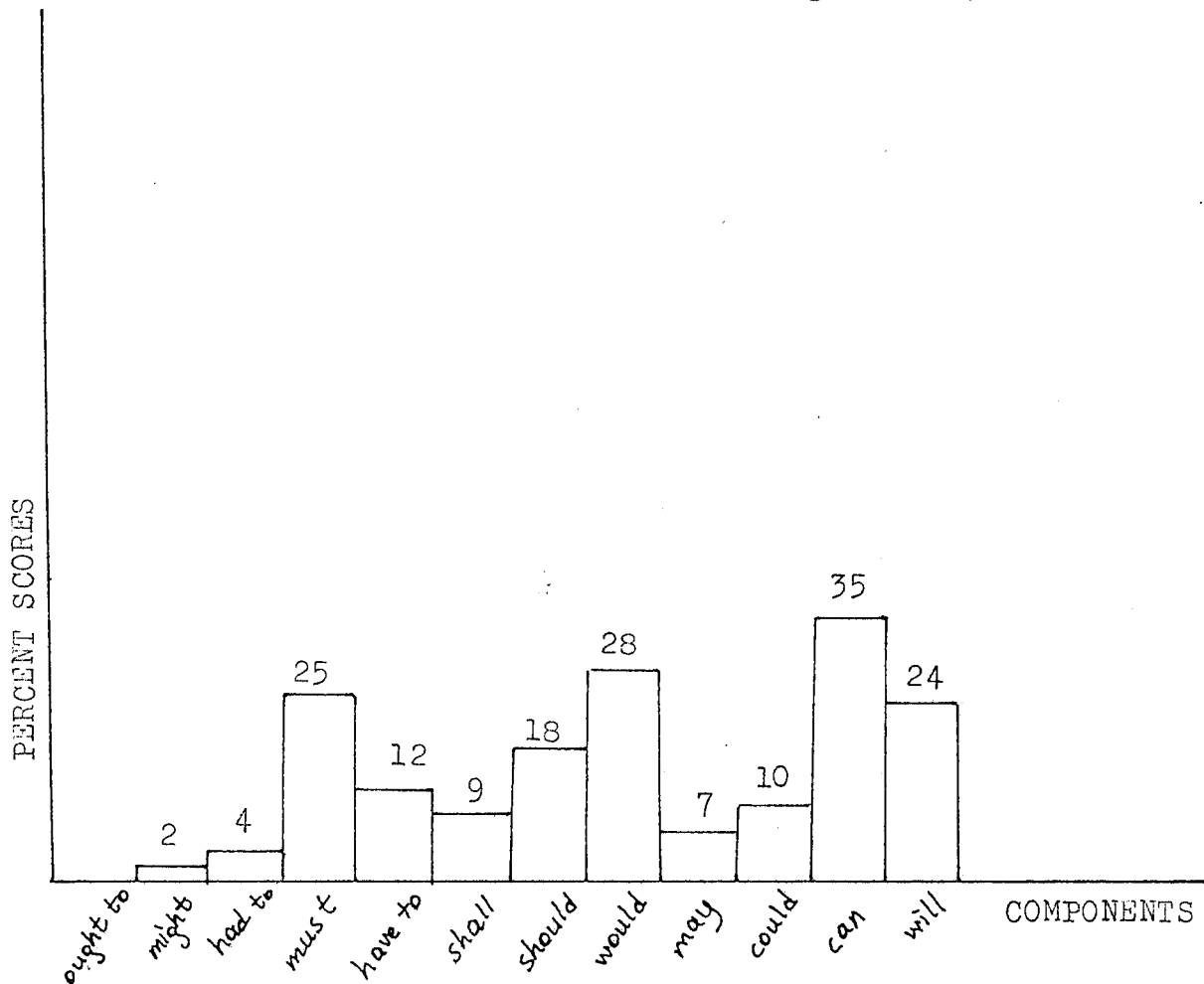
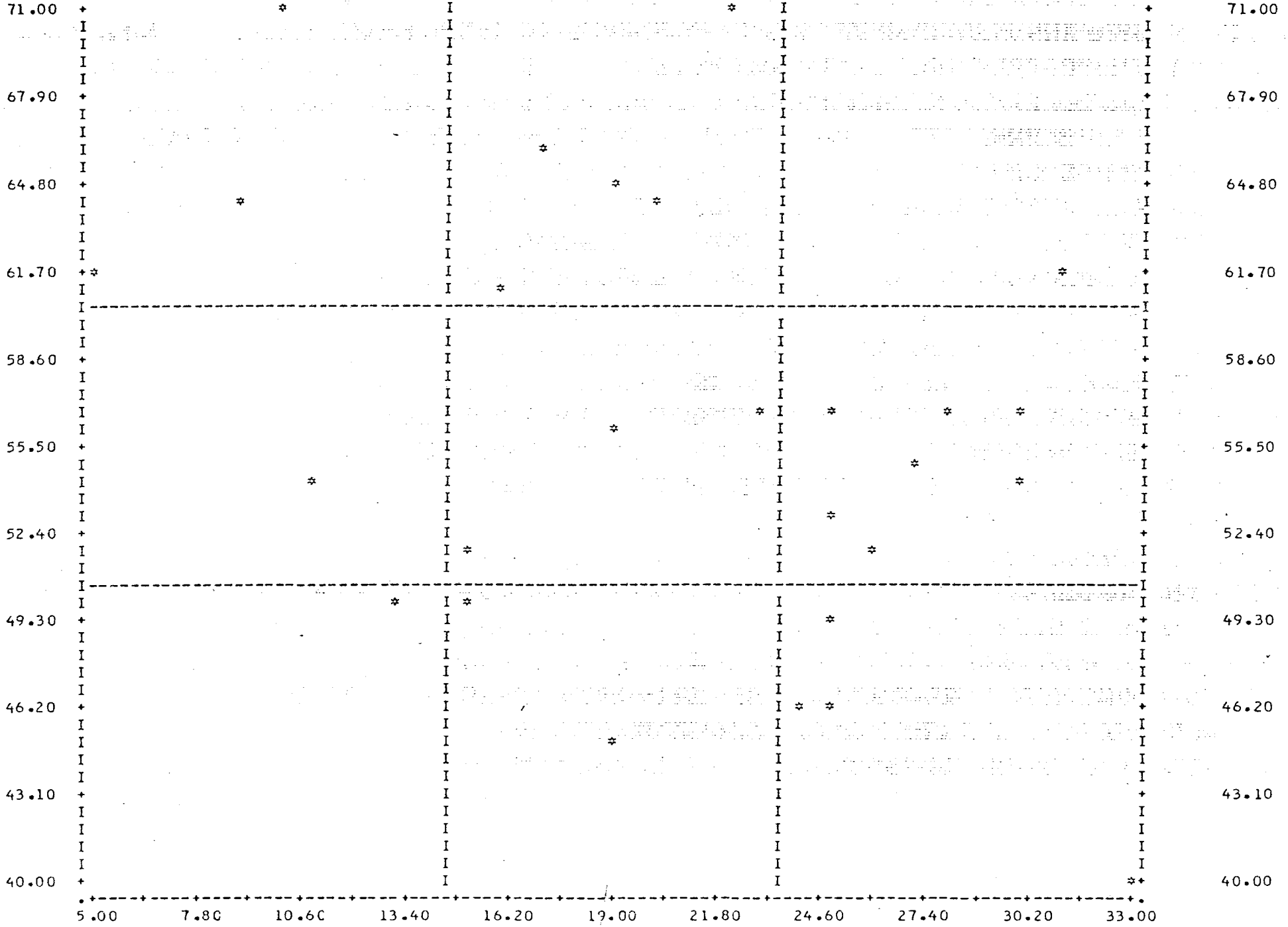


Figure :5 English Modal Auxiliaries' Frequency Distribution and order of Use

Figure 4: Correlation between students' level of English (X) and their use of modal auxiliaries (in question (Y))



	Text 1	Text 2	Text 3	Text 4	Text 5	Text 6	Text 7	Text 8	Text 9	Total	
can	5	1	5	2	0	3	1	0	2	2	19
would	0	7	0	1	0	0	0	0	0	5	8
must	1	0	0	0	0	0	0	2	1	7	4
will	4	0	5	7	2	3	2	5	8	1	36
should	4	0	0	0	0	2	1	0	0	6	7
have to	0	0	1	0	0	1	2	0	0	7	4
could	0	3	0	3	0	1	5	0	1	3	13
shall	0	0	0	1	0	6	0	0	0	6	7
may	7	0	1	0	0	0	0	1	0	4	9
had to	0	2	0	0	1	0	0	0	0	8	3
might	0	1	0	0	0	1	0	0	0	9	2
ought to	0	0	0	0	0	0	0	0	0	10	0
	457 words	448 words	470 words	206 words	710 words	755 words	754 words	529 words	260 words		

Table 5  
The Frequency Counts of the English modal auxiliaries (in question)

## CHAPTER VI

### DISCUSSION AND SUGGESTIONS

#### 6.1. DISCUSSION OF THE RESULTS

When the results are analyzed it can be said that there is a relation between the use and frequency of the English modal auxiliaries (in question). When the teaching of English modal auxiliaries is taken into consideration, one might suggest that teachers should first teach the more frequent modal auxiliaries and it might be helpful to follow the order of frequency (found in this study to get better results) in teaching modal auxiliaries to Turkish students.

It has also become clearer that Turkish students have difficulty in using English modal auxiliaries functionally because of the semantic overlap within English modal auxiliaries and a grammatical overlap between the English modal auxiliaries Turkish modal suffixes. No structural (grammatical) difficulty was observed in using English modal auxiliaries by Turkish students.

#### 6.2. BAR GRAPH RESULTS

When the bar graphs of the order of use and order of frequency (Figure 1 and Figure 4) are examined together, it can be seen can appears as the first modal auxiliary in the order of use whereas will is the first modal auxiliary in the order of frequency. The reason for this difference may come from the fact that will is used both as a future

tense marker and as a modal auxiliary in the frequency count. If this use of will is not taken into consideration, there is still a similarity in the ranking of the modal auxiliary can. It can be concluded that can is the most often used and most frequent modal auxiliary among others and after can comes the modal auxiliary will. In other words, it might be said that modal auxiliaries can and will are the modal auxiliaries used more (often) and more frequently than the others by Turkish students. As a result they should be taught first by teachers.

It is also observed that the modal auxiliaries shall, should, must, have to were placed in the middle of both order of use and order of frequency.

Shall: The modal auxiliary shall has the same frequency as the modal auxiliary should but it is placed quite after (towards the end of the order of use) should in the order of use.

Should: Should has the same frequency as shall but it is placed before shall in the order of use.

The reason for this ordering might be because Turkish students don't clearly know how to use shall as it has a very low frequency. Shall is also very rarely used by native speakers. Should, on the other hand, is used much more accurately by Turkish students as they were much more aware of and familiar with the use of the modal auxiliary should.

Must: Must has the same frequency as have to but it is placed before have to in the order of use.

Have to: Have to has the same frequency as must but it is placed after must in the order of use.

The reason for this might be because Turkish students

feel much more sure about the use of must than have to as they use must more often than have to according to the order of use.

It can be concluded that among the modal auxiliaries must, have to, shall, and should: must is used more often and it is more frequent than the others. It is followed by should, have to and shall. Although the order of frequency doesn't so much support this order, it can still be said that it might be helpful to teach these modal auxiliaries in the above order. (see also 6.2.1 in this study)

The last three modal auxiliaries in the order of use and the order of frequency are had to, might, ought to. That is these modal auxiliaries are the ones which are used less than the others and which are less frequent than the others. In other words Turkish students use these modal auxiliaries very rarely especially ought to is not used at all. These modal auxiliaries don't deserve special attention when teaching if the very low frequencies they have are taken into consideration.

When the bars of the graph showing the order of use are placed according to the order order of the bars of the frequency graph, it is found out that the English modal auxiliaries ought to, might, had to, shall, should, would, and can were ranked in the same order as in the graph showing the order of frequency. Must and have to have the same percentage in the order of frequency whereas must is used more than (easier) have to. Also shall and should have the same percentage in the frequency order while should is used more than (easier) shall according to the order of use. The findings is shown in Figure 5 (Page 41) which support the results of Figure 1 and Figure 3.

By looking at the results of the translation test (Figure 2, Table 3), the grammatical (structural) overlap

between the two languages (Turkish-English) becomes clear. In English-Turkish translation test Turkish students used only three Turkish modal suffixes (-Ebil, -mEli, -EcEk) to translate twelve English modal auxiliaries. That is why the answers were grouped under three main Turkish modal suffixes. Besides; these three Turkish modal suffixes were enough to convey the meaning (semantic) distinctions expressed by each modal auxiliary.

As it is also indicated by Jack. C. Richards (1974: 182) "interference from the mother tongue is clearly a major source of difficulty in second language learning. Many errors derive from the strategies employed by the learner in language acquisition, and from the mutual interference of items within the target language."

This mutual interference of items within the target language might cause the grouping of English modal auxiliaries under certain Turkish modal suffixes.

In Turkish-English translation test, three Turkish modal suffixes were expanded into twelve modal auxiliaries. More than one modal auxiliary are expressed by using one Turkish modal suffix because of the semantic overlap within the English language. Turkish students also expressed different functions (permission, ability, possibility etc.) of modal auxiliaries using the same Turkish modal suffixes.

When the bar graphs of the translation test (Figure 2) were compared with the bar graphs of the fill in the blanks test (order of use, Figure 1), it can be seen that can and will are used more than the others in both translation and fill in the blanks test. This supports the result that is found in Figure 1 and Figure 2. The results are shown in Figure 6.



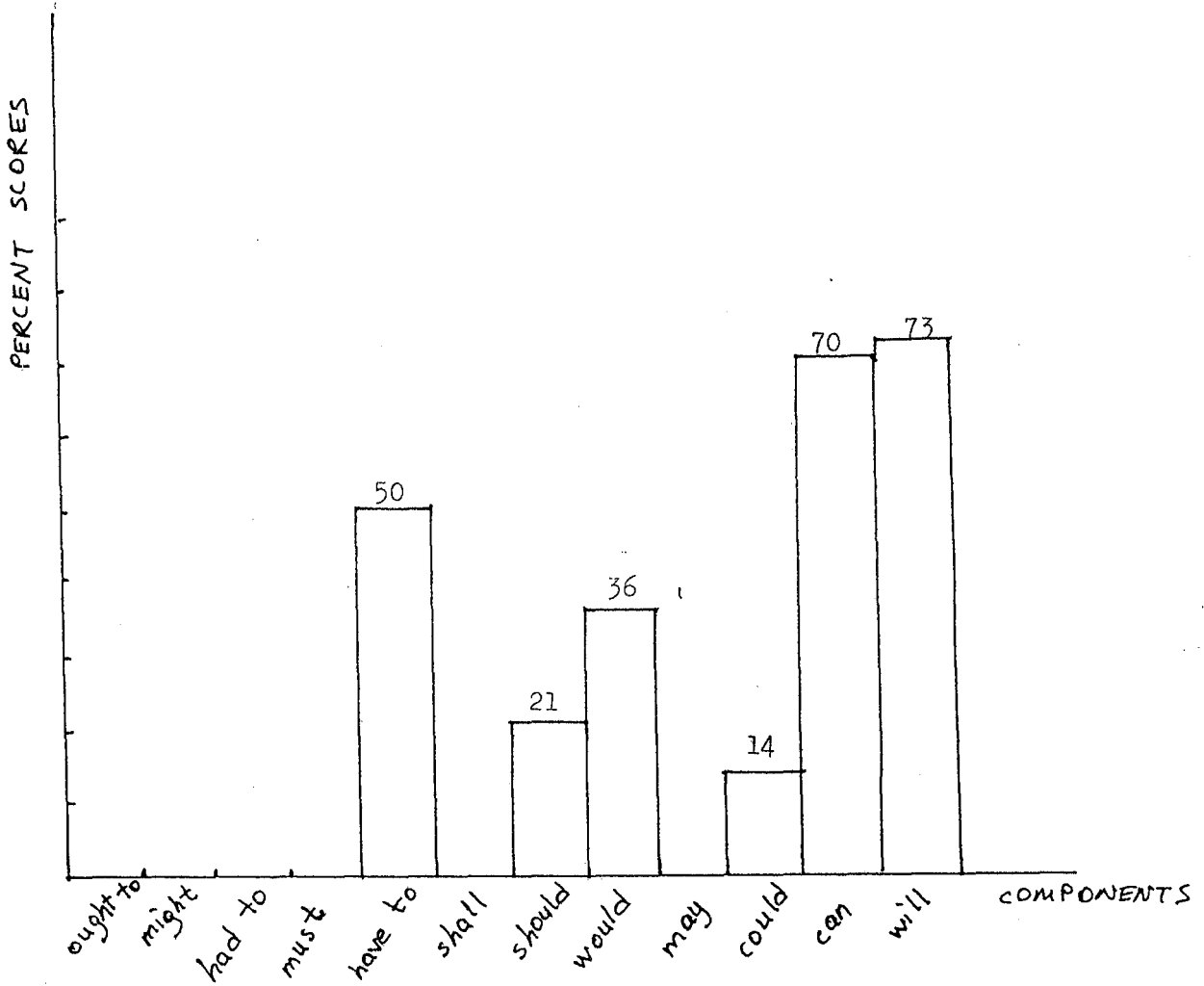


Figure 6: The Order of Use of English Modal Auxiliaries in Fill in the Blanks and Translation Test

#### 6.2.1. THE FREQUENCY ORDER FOUND BY KUCERA-FRANCIS

The frequency counts of the modal auxiliaries can, could, may, might, shall, should, will, would, must by Kučera and Francis (1967) were also taken into consideration as a reference for the findings of this study. The frequency order found by Kučera and Francis is shown in Table 6.

Table 6  
The Frequency Order Found by Kucera-Francis

Modal Auxiliaries	Frequencies
would	2714-15-448
will	2244-15-408
can	1772-15-401
could	1599-15-396
may	1400-15-343
must	1013-15-349
should	888-15-320
might	672-15-310
shall	267-15-107

As can be seen from the above table there are some similarities between the order of frequency found in this study and the order of frequency found by Kucera and Francis. Can and will are at the beginning of the order and this shows that these modal auxiliaries are the most frequent therefore most often used modal auxiliaries which supports the result found in this study. Must, should and shall are also in the same order found in the order of use of this study (see 6.2. in this study).

### 6.3. CORRELATION AND SCATTERGRAM

The result of the correlation indicates that there is no relation between the subjects' level of English and their use of English modal auxiliaries. That means students' level of English doesn't help their use of English modal auxiliaries.

### 6.4. CONCLUSION

As a result of this study the following are suggested:

1. The order of use of English modal auxiliaries can be related to their order of frequency .

2. There is a grammatical overlap between the two languages (English-Turkish) in expressing modality.

3. Turkish students have difficulty in using English modal auxiliaries functionally because of the semantic overlap within the English modal auxiliaries.

4. When teaching modal auxiliaries to Turkish students both the order of use and order of frequency should be taken into consideration. For instance, can should be taught first and ought to last, or ought to shouldn't be taught at all.

#### 6.5. SUGGESTIONS FOR FURTHER RESEARCH

- Another study investigating the order of learning of English modal auxiliaries can be made to see the similarities and differences between the order of use and the order of learning.

- A study including the negative forms of English modal auxiliaries can be made to see if they have any affect on the order of use found in this study.

- A study including a more detailed frequency count can be done and a more detailed order of frequency can be found.

- A study investigating the correlation between the difficulty of English modal auxiliaries and their frequency or their use can be done

## REFERENCES

- Allsop, J. (1983) Cassell's Students' English Grammar, London: Cassell Ltd.
- Croft, K. (1980) Readings on English as a Second Language, U.S.A: Winthrop Publishers, Inc.
- Ek, A. van J, Robot, J. Nico. (1984) The Student's Grammar of English, Glasgow: Bell and Bain Ltd.
- Gethin, H. (1983) Grammar In Context, Glasgow: Bell and Bain Ltd.
- Gorki, M. (1972) Ana , Istanbul: Sosyal Yayınları ve Ararat
- Göker, O. (1986) Üniversite Öğrencileri İçin Türkçe I.Cilt, Eskişehir: T.C. Anadolu Üniversitesi Eğitim, Sağlık ve Bilimsel Araştırma Çalışmaları Vakfı.
- Herbert, A.J. (1965) The Structure of Technical English, England: Congman.
- James, C. (1980) Contrastive Analysis, Singapore: Longman
- Jespersen, O. (1933) Essentials of English Grammar, London: George Allen and Unwin.
- Kucuera, H, Francis, W.N (1967) Computational Analysis of Present-Day American English, Rhode Island: Brown University Press.
- Leech, G.N. (1971) Meaning and the English Verb, London: Longman.

- Maley, A, Moulding, S. (1985) Poem into Poem, Cambridge: Cambridge University Press.
- Murcia, M.C, Freeman, D.L. (1983) The Grammar Book: An ESL/ EFL Teacher's Course, Massachusetts: Newbury House Publishers Inc.
- Murphy, R. (1987) English Grammar in Use, Avon: Cambridge University Press.
- Nes in, A. (1970) Biz Adam Olmayız, Istanbul : Cem Yayınevi.
- Norrish, J. (1983) Language Learners and Their Errors, Hong Kong: Mac Millan Publishers Ltd.
- O'Connell, S. (1987) First Certificate, Hong Kong: Collins
- Palmer, F.R. (1979), Modality and the English Modals, New York: Longman.
- Polak, K. (1986) "A Grammar Story", English Teaching Forum, April 1986: 36.
- Richards, J.C. (1974) Error Analysis, London: Longman.
- Roizen, M. (1984) "Some Thoughts about Modal Auxiliaries", English Teaching Forum, October 1984: 39.
- Scarbrough, D. (1984) Reasons For Listening, Cambridge: Cambridge University Press.
- Shepherd, J., Rossner R., Taylor, J. (1984) Ways to Grammar, London: Mac Millan Publishers Ltd.
- Underhill, R. (1976) Turkish Grammar, USA: The Massachusetts Institute of Technology.
- Woods, E.N., Foll, D. Massachusetts Institute of Technology. (1986) Cambridge First Certificate in English, Hong

Kong: Thomas Nelson and Sons Ltd

Yıldız, B. (1984) Aile Savaşları, İstanbul: Varlık Yayın-  
ları A.Ş.

## APPENDICES

### APPENDIX A

#### Fill in the blanks (completion) test

Fill in the blanks with the modal auxiliaries (an, can't, would, wouldn't, could, couldn't, will, con't, should, shouldn't, must, have to, may, might, shall had to ought to

1. Anyone knowing that the English drive on the left, that there are 1760 yards in a mile, and that a cricket match (can) last for five days maynot be surprised to learn that an English public school is really a private school.

2. Jack Roberts works at a large London garage where he is a senior mechanic. He is good at his job and earns enough to provide his family with every comfort. They live in a pleasant house in the suburbs of London. Jack, however, is not happy at work: he (would) like to set up in business by himself and be his own boss. At last there is a possibility, that his dreams (could) come true as his mother -in- law has offered to give him enough money to buy a small grage on the other side of London. Although he finds her offer attractive, it (would) mean selling his house to raise some extra money and living in a small flat above the garage, Also, his mother -in- law (would) want to come and live with them. Jack's wife (will) agree with whatever decision he makes.

3. Wendy watkins is the eight -year- old adopted

daughter of Clive and Sally Watkins. She has always been treated as if she were their real daughter and has never been told that she is adopted. Clive and Sally believed that they would not (neg) be able to have children of their own but seven months ago they found that Sally was expecting a baby. The parents are now worried in case Wendy finds out the truth about her adoption. Clive feels that Wendy should be told the facts but Sally does not agree.

4. A house owner keeps a dog in his front garden to protect his property. He informs the newspaper shop that the boy must come through the back garden and this is always done. However, one morning a different boy brings the papers through the front garden and is badly bitten by the dog. Who is to blame: the boy, the shop manager, or the owner of the dog?

5. If you were an advertiser, when would you want your advertisement to be shown: before a good programme, at intervals during a good programme, or after a good programme?

6. In 1967, traffic in Sweden changed from driving on the left-hand side of the road to the right-hand side. Today the only countries in the world that still drive on the left are Japan, Thailand, India, South Africa, parts of the British Commonwealth such as Australia and New Zealand and, of course, the United Kingdom itself. Although the change in Sweden was extremely expensive, it was thought there that the advantages outweighed the disadvantages. It has been suggested that Britain should follow Sweden's example and also change to right-hand traffic.

7. The beautiful tropical island of Taneer lies approximately mid-way between Hawaii and Tahiti. The population of some 9,000,000 is desperately poor, just managing to exist from farming and fishing. Previously ignored by the



world's rich nations, Taneer has received an offer of free technical assistance and twenty million pounds from the U.S.A and another of free technical assistance and twenty million pounds from the U.S.S.R. However, America and Russia have made it clear that Taneer **(must)** choose between one or the other: aid **(will not)** (neg) be granted by both countries.

The American offer is subject to another condition: the US air force wishes to build and operate a radar station on the island this **(would)** mean that in the event of a war, Taneer **(would)** almost certainly be a battle ground.

8. In addition to British tourists returning from holiday, the cross-channel ferry between Dieppe and Newhaven often carries large sums of money in the form of used English banknotes. This money, returning to the Bank of England from French banks can amount to almost a million pounds. The cash is kept in locked boxes and guarded by two armed policemen as it is feared that a highly organised gang of criminals **(may)** one day hi-jack the ship and steal the money. A previous request from the police that the money **(should)** be transferred either by air or by a warship was refused. It is also not possible for the number of guards to be increased. At Interpol headquarters, the police are discussing how the gang **(might)** carry out the operation and how the crime **(could)** best be prevented.

9. A neighbour is looking after your cat while you're on holiday. She assures you that the animal will be well cared for.

- Don't you worry about her, Mrs. Hogg. You **(can)** be sure she's all right with me.

10. Pretend you didn't study for an exam last night because you went to the movies. What can you tell the teacher or do?

- a. "I'm sorry, I couldn't (neg) study last night; I was sick".
- b. "I can't (neg) take this exam today; I have a headache. I may be able to take it tomorrow."

11. When I went to New York last year, I decided not to stay with Linda. Later I found out that she was away while I was there, so I couldn't (neg) have stayed with her anyway.

12. Dear Mum and Dad,

Your letter arrived yesterday. I'm glad to know you're both well and that everuthing is fine at home.

It's quiet here in tha dormitory tonight. Almost everyone has gone to the basketball game, but I'm studying for a chemistry test. I would have been on the honour roll last semester, if I'd done better in chemistry. If it weren't for the test, I wouldn't (neg) be in my room on a Friday night!

My roommate and I, as well as two other fellows from the dorm, would like to go skiing in Colorado during the spring vacation. If Ray's family lets him use their car, we will drive. That way the trip shouldn't (neg) cost much. None of us could go if it were very expensive. Do you have any extra money, Dad? If you have, could I borrow a little for the trip? I will pay you back next summer. I can earn quite a lot then, unless I have to go to summer school.

I hope it's all right for me to go to Colorado. Our vacation begins on March 27 May. I hear from you soon? It would be helpful if you would reply by return mail.

13. When the salt has been removed, then sea water can be used not only for drinking but also for industry and irrigation. In a dry Climate like Kuwait's, everybody

(must) ..... get some or all of his water from the sea.

14. Mr.R: Always remember, Paul, that a paragraph is a group of related sentences that develop a single topic. One of them tells what the topic is; the topic sentence.

Paul: Is it always the first one in a paragraph?

Mr.R: It often is, but it may be at the end or in between.

Paul: I see. Now would you please explain unity and coherence?

Mr.R: Unity means each sentence (must) ..... help to develop the topic; and coherence refers to arranging the ideas in logical order. Now, I'd like to have you write some paragraphs.

Paul: What (shall) ..... I write about?

Mr.R: Didn't you see those coloured pictures of Turkey at the library? Why don't you write about Istanbul?

15. If you visit palaces or stately homes in England and look at the pictures painted in the 16<sup>th</sup> and 17<sup>th</sup> centuries, you (will) ..... find that all the most famous painters had foreign names, which is not surprising, for they were nearly all foreigners.

It may be for this reason that foreign visitors are surprised to find that Britain has produced so many interesting painters since that time.

16. Some students were visiting Cambridge last week and the guide stopped outside the main entrance of Trinity College.

"Above the gate", he said, 'you can see the figure of King Henry VIII, the founder of the College (can) ..... anyone tell me what he is holding in his hand?

'The orb; 'said one of the top-class students, 'a sort of little word with a cross on top of it!'

'Quite correct,' said the guide, 'and what is he holding in his other hand?' 'A sword', said someone. 'No, it isn't a sword; said another student, 'it's a sceptre!

'Ah yes!' said the guide, 'that's what it (should) be, but look again! The students looked again. 'Why!' said one of them, 'it's a bit of old chair!'

17. H.G. Wells was born in 1866. His energy (must) have been enormous, for he wrote an astonishing number of books. Many of the later ones were concerned with his idea that mankind (would) have to create a world state, it was not to end up by destroying itself.

18. In London it doesn't often snow, but when it does, life becomes very difficult for everyone. Cars (have to) go very slowly because the roads are covered in ice and wet snow, so there are terrible traffic jams, and lots of people arrive late for work. The snow usually melts quickly and this makes the pavements dangerous and unpleasant to walk on. Only children really like the snow.

19. James wrote a play for television. The play was surprisingly successful, and it was bought by an American TV company. He was invited to go to New York to help with the production. He lived in Dulwich, which is an hour's journey away from Heathrow.

The flight was due to leave at 8.30 am, so he (had to) be at the airport about 7.30 in the morning. He ordered a mini-cab for 6.30, set his alarm for 5.45, and went to sleep. Unfortunately he forgot to wind the clock, and it stopped shortly after midnight. Also the driver of the mini-cab (had to) work very late that night and overslept.

James woke with that awful feeling that something was wrong. He turned on the radio and discovered that it was, in fact, ten to nine.

He was just pouring the boiling water into the teapot

when the nine o'clock pips sounded on the radio. The announcer began to read the news ..... "reports are coming in of a crash near Heathrow Airport. A Boeing 707 bound for New York crashed shortly after taking off this morning. Flight number 2234. .... 'James turned pale.

"My flight" he said out loud. "If I hadn't overslept, I <sup>(would)</sup> ..... have been on that plane".

20. The rocket has just taken off. It is going to Mars. Scientists have been sending space craft there for several years now. About 100 years ago an astronomer looked at Mars through his telescope and said he <sup>(could)</sup> ..... see canals there. Ever since he did that, people have been asking the same question: "Is there life on Mars?"

21. People may go on learning until they are eighty or ninety. There is really no age limit. People are never too old to learn. It really is true that we <sup>(can)</sup> ..... go on learning until the day we die.

22. Children's education is changing veru rapidly today. In the past, teachers made children sit still for hours. They made them memorise all sorts of things. In other words, the children <sup>(had to)</sup> ..... go on repeating things until they knew them 'by heart". Today, many teachers wonder if it is possible to make children learn at all. They say you <sup>(can)</sup> ..... only help them learn. They say you <sup>(must)</sup> ..... let children learn and discover things for themselves.

23. When I was at school, I hated it. I <sup>(couldn't)</sup> ..... stand it. I wasn't happy until I got out. I think this idea of permanent education is crazy. I know some people go back to school when they're older, go to language classes and all that ..... but I <sup>(can't)</sup> <sup>(neg)</sup> ..... understand people who want to spend all their lives in school.

24. Prisons have of course got much better in the

last 200 years. But conditions are still far from perfect. If you were in a prison in many countries today, you would probably be living in a cell. You would probably be sharing it with at least two other people. Many people say, "Why should criminals have any better conditions? They shouldn't. (neg) have broken the law in the first place.

25. Linda was not satisfied. She had bought a sweater from a chain store and when she had washed it, the colour had run and the sweater it self had shrunk, even though she had followed the washing instructions exactly.

When she took it back, the salesgirl looked at it suspiciously. "You must have washed it in boiling water", she said. Linda told her she had used luke-warm water, just as the label said she should.

26. If you should see Tom this evening, can you tell him to phone me?

27. The tooth had been bothering David for some time. He knew he should have gone to the dentist's earlier. But in spite of the pain he had put it off.

The dentist looked into his mouth. "Hmm, he said. I should say that at least four teeth have cavities and then some of your old fillings are loose. We'll have to see to them immediately!"

He got his electric drill ready. "Now," he said with another grim smile, "this shouldn't (neg) hurt too much", He came nearer.

28. Our other story this evening is the weather. For the last five days it has been below zero in most parts of the country. Cold, frost and heary snow have coused terrible problems everywhere. Everyone is asking the some question

When will it end?

Well, the weather man predicts it won't (neg) last much longer. Better weather is on the way. The temperature will rise above zero tomorrow. And we will see the sun again for a few hours. There'll be more about this, too, in our special weather report at the end of the programme.

29. Marie: What are you doing, Aunt Sophie?  
Aunt Sophie: Making bread.

Marie: Can I help you?

Aunt Sophie: Not with the bread. But I wish you would watch Tony and his sister. Don't let them get near the stove. They might burn them selves.

30. John Begay is on a plane to New York. He is talking to a passenger.

Passenger : Is this your first trip to New York?

John Begay : No, it's my second. I was here two years ago.

Passenger : Do you like our city?

John Begay : It's all right for a short visit, but I wouldn't (neg) want to live here. I don't like cities. I'd rather be in the country any day.

Passenger : Would you rather be back home right now?

John Begay : Yes, I would , But I'm here an business. I have to spend a week here.

31. Aunt Sophie: Tony. Tinal Come in the house right away. It's time for dinner. It's getting dark. You children must be hungry.

Tina : I fell down in the snow, and Tony fell down on the ice.

Aunt Sophie: Then you must be cold and wet. Come right in by the fire. Hurry. I'm afraid you'll catch cold.

32. A recent report shows that there has been a serious increase in all kinds of crime in the pars five years. But the report also suggests that gaol is not the

answer to the problem.

A group of people have been invited to a TV studio to give their opinions on crime and punishment.

Citizen A: In my view, gaol is a punishment, not a rest cure. A criminal (must) pay for his crime. The price he (has to) pay depends on the size of the crime. For a small crime, a man might have to go to gaol. But for murder, he (ought to) pay with his life.

Citizen B: I disagree. If a criminal 'pays' for a crime, he can come out of gaol and commit the same crime again. The aim (shouldn't) (neg) be to make criminals 'pay' for crimes, but to correct them so that they don't commit more crimes.

33. We all suffer from inflation. We all agree that it's a bad thing. The bread-winner's pay-packet gets smaller and smaller. The housekeeping money buys less and less. Who can even want to save money when prices are going up and up and up?

So what (can) be done to control inflation?

34. Mr. Kent didn't know there was going to be a sale. He had bought a lot of clothes the week before. When he found out about the sale, he was disappointed and he thought about the things he could have done. This is what he said to himself: 'I needed a new coat, but I didn't need one right away. I (could) have waited another week. I (could) have saved a lot of money.'

35. When Bob Anderson got home from the sale, he discovered that the three shirts he had bought were missing. He wasn't sure just what had happened to them. He tried to think about what might have happened. "The clerk (might) have forgotten to give me the shirts. I (might) have left them on the bus. I really don't know what happened



to them. I could have left them anywhere.

36. Ladies and Gentlemen, I'm very glad to welcome you to our Language School where we hope you will enjoy your stay. Getting used to new faces and finding your way around the building may take a little time but you (should) soon be able to settle down to the job of improving your English. Nowadays most people (would) agree that speaking a language is a most effective way of learning it pleasantly and effectively. You will find your teachers using English throughout your course. You can rely on your teachers being patient and understanding because all of us here realise that learning in an adult group is very different from learning alone or in secondary school. The intensive practice we offer in this short course (will) involve your conversing with your teachers and fellow-students in English, and (will) mean your participating actively in order to learn and to help others to learn.

37. Mrs Evars : If you can't afford this week's rent, Carlos, you needn't pay now; you (can) leave it until next week.

Carlos : May I, Mrs.Evars? That's very decent of you. But the way things are going I might not be able to pay next week, either. I really (must) find a part-time job.

Mrs.Evars : It may be more difficult than you think, Carlos. (Shall) I ask at the Employment Exchange? Mr. Greenfield would be the right man. He used to have a room here, and he might be able to help us.

Carlos : Thanks all the same, but I think I shall have to go myself. They'll probably want me to fill out a form and I (might) have to explain what I'm willing and able to do. Officials will always have everything correct, you know.

38. Ladies and Gentlemen, unaccustomed as I am to

public speaking-I believe that's the right way to begin- I'd like to say that I'm a very lucky fellow to have such nice friends and many thanks for coming to my farewell party. I don't have to tell you how much I've enjoyed being in London. I hope I shall have the opportunity of returning your kindnesses and the hospitality I've often received from you during my stay at the Language School. While on the subject of school I'd like to express my thanks to the staff. On account of their help and patience I would like to propose a toast. Please raise your glasses and drink to the continuous success and prosperity of our teachers. ~~May~~ they carry on their good work of increasing international understanding and of promoting respect for accurate expression, To our teachers.

39. Welcome to Arundel Castle, ladies and gentlemen. My name is John Bingham and I shall be your guide on your tour through the halls and apartments. Before we start, ~~May~~ I just mention that we will be passing through some narrow passages and climbing some tricky spiral staircases so I hope you ~~will~~ all take care. I shall stop now and again to point out certain things and then we can all gather round so that we ~~can~~ hear clearly. Just a few words about Arundel before we begin our tour.

40. For certain kinds of treatment, the dentist will first have to get the approval of the Dental Estimates Board. He ~~may~~ also refer you to another dentist or to hospital if this is necessary.

When treatment is finished, you ~~will~~ be asked to complete a section of the dentist's form which says that to the best of your belief the work has been completed.

In an emergency, you ~~may~~ want the services of a dentist urgently. In such a case you may find a dentist who will accept you as a NHS patient but only for the emergency treatment. When you want a full course of

treatment you may have to find another dentist.

41. Hans : If you ask me, the London parks are a luxury when people in this country are crying out for more houses and for more housing-sites.

Carlos: But look, if they destroy the parks, they (will) ruin the whole city. You need only walk a few yards into Regent's Park if you want proof of that.

Hans : Unless they do something a bout the housing shartage and the fantastic house prices, there (won't) (neg) be anybody here to enjoy your green deserts. If I were the Minister of Environment I (would) make a few changes and so solve a lot of problems.

42. The next day I started on the most important and urgent of the jobs allocated to me. I had to prepare a detailed forecast of expected sales for twelve months ahead of about two hundred products. The only job I (could) think of which matched it in complexity was making up a railway time table.

When the forecasts for each separate country were complete they (would) be amalgamated into one grand fare-cast for the scandinavian market. Copies of this then went to the production department in England so that they (could) organise the manufacture, and to the finance department so that they could arrange for money to be available to pay wages and suppliers of raw materials, and also calculate how much credit would have to be given to our scandinavian customers. Some materials had to be ordered up to six months ahead so forecasting erross (could) be serious and expensive.

43. If I visited the Forbidden City, (would) I be allowed to take photographs.

If I were allowed to do so, I might ask for permission to go there.

44. May I something, too? I don't think you .....  
be talking so loud.

45. Thomas Wood and his wife had been in their new home only a few days when a friendly note from Mrs. Hall inviting them for a picnic supper reached. They were happy to be invited to the picnic and Mrs. Wood wrote a note that same day and accepted the invitation of course they would need a baby sitter to take care of their two small children, so she phoned a high school girl in their old neighbourhood.

"Karen", she asked, "Could you come over and stay with the children Saturday night?"

Karen thought she could, but said she couldn't (neg) say for certain until she asked her mother. When her mother said she could go, Mrs. Wood was glad.

46. I'm very annoyed. I saw a blue dress I wanted in the sale in Peter Robinson's. So I got up very early and caught the train to Charing cross. I took a taxi to Oxford Circus and I arrived there at 7.30. But there was a big queue. At 9 o'clock the store opened and we all rushed in. It was about twenty minutes before I was served, and just as I got to the counter the woman in front of me asked the assistant to take the blue dress out of the window. I hoped they might have some more like it, but they didn't. So I bought a green dress instead. I paid £10 for it and it's horrible. I shall never wear it.

47. Superstitions are not so easily explained. To see a black cat in England is lucky. But if you see a black cat in India, it is considered very unlucky. There too, if you are about to set out on a long journey, and someone sneezes, you shouldn't (neg) go.

Break a mirror, you will have seven years' bad luck. Find a four-leafed clover, you will have good luck.

Just crazy superstitions, of course.

48. Barry wood is a teacher. His wife is a computer programmer. Her job takes her out in the evenings a lot, and he often has to take care of the children. "Sometimes I wish I'd never said she ~~(could)~~ go out to work. I mean, I wish she <sup>(would)</sup> ~~.....~~ stay at home and look after the children. After all, that's a woman's job, isn't it? I wish I earned a bit more money. Then we <sup>(could)</sup> ~~.....~~ get along on my salary. But she says she'd still go out to work even if I had a better job. I just don't understand."

49. Near the North Pole there are two seasons winter and summer. The winter nights are too long. For more than two months, you ~~(can't)~~ <sup>(neg)</sup> ~~.....~~ see the sun, even at noon. The summer days are long. For more than two months, the sun never sets, and there is no night.

50. That a person <sup>(could)</sup> ~~.....~~ live in the modern world without synthetic substances is probably possible, but whoever tried to do it ~~(would)~~ ~~.....~~ soon miss many common things. Besides plastic pens, combs, and toothbrushes, he ~~(would)~~ ~~.....~~ be without many kinds of cloth as well as some necessary parts for radios and television sets.

Appendix (B)  
(Translation Test)

Translate the following sentences  
in to English

- 1) Bu minik mikrofonlar sayesinde on kilometrelik bir mesafeden bile dinleme yapılabilir.
- 2) Onca hizmetiniz sırasında çok ilginç anılarınız olmalı.
- 3) Kızım sen okuyacak şey mi bulamadın?
- 4) Ümitsizlerin çok azı geçebilir.
- 5) Kitabınızı getirdim. Sizi bulamayınca masanıza bıraktım.
- 6) Üç senedir bu dersi öğretiyorum, o yüzden hiç bir şey yazamıyorlar.
- 7) Düşünebiliyor musun Mehmet?
- 8) Dörtte tekrar gideceğim, alçıyı açacak.
- 9) Bana telefon gelebilir, üçte burada olacağım.
- 10) Temmuzda yeniden başlayacağız.
- 11) En çok Madonna'nın yerinde olmak isterim.
- 12) Acaba ileride benim de karşıma fırsat çıksa yapabilir miyim?
- 13) Ona yardım etmelisin.
- 14) Bu soruyu başkalarına sorabilirdiniz.
- 15) Bilgi bankasından yararlanmak ister misiniz?

- 16) 9-10 aylık çetin kışlarda onlar durmaksızın çalışmak zorunda.
- 17) Yeni bir göç olabilir.
- 18) Beni istemezlerse hiç mesele olmaz.
- 19) Bu cümleleri Türkçe'ye çeviremezler.
- 20) Tom'un nerede olduğunu bilmiyorum, derste olabilir.
- 21) Bu mesele fazla büyütülmemeli.
- 22) Telefonun sesini duyabilir miyiz acaba?
- 23) Daha geçen ay aldığınız elbisesi bugün giyemiyorsunuz.
- 24) Eğer gönlünüzce televizyon izlemek istiyorsanız, hemen bir Telestar alın.
- 25) Milyarlarca liralık cezaları kim ödeyecek?

Translate the following sentences into Turkish

- 1) There are some small towns that we have to pass through.
- 2) Gerunds can be used as adjectives.
- 3) She shouldn't have done that.
- 4) I will be back in a minute.
- 5) I can't stay in this class anymore.
- 6) You shouldn't blame all the class.
- 7) How could you do this to me?
- 8) We might stop at those little places.
- 9) I wouldn't know about British English.
- 10) Can I see you on Monday then?
- 11) This must be the worst game I've ever played.
- 12) There won't be many there in the first lesson.
- 13) I may be making up sentences.
- 14) You could do that, it doesn't matter.
- 15) I will play with him.
- 16) That would be nice.
- 17) I knew he had to be doing that.
- 18) I might get more to put on.
- 19) Don't you have to go home?
- 20) They should make allowances for the people who have a British background.



- 21) Why should I put up with her?
- 22) I have to get ready for the exam.
- 23) Why can't you ever win?
- 24) I couldn't see you yesterday.
- 25) Another person may not even see the books.

## APPENDIX C

( Frequency Counts)

( A brochure)

Cuts, bruises, bites and burns

### Cuts

Bleeding can usually be stopped by applying pressure to the cut for two or three minutes. The cut can then be carefully inspected. If it has bled freely any germs will normally have been washed away by the blood.

Apply a plaster dressing firmly, bringing the edges of the cut together so that it knits quickly, Keep dry for one to two days.

If the cut is deep and the edges cannot be pulled together with a dressing consult the doctor or the practice nurse. A tetanus injection may be needed.

### Grazes

Dirt will often enter a graze caused by falling on a hard or rough surface. It must be cleaned out carefully with an antiseptic solution.

After cleaning, leave the graze uncovered. Exposure to the air will cause a scab to form. This will gradually dry and fall off.

It is not a good idea to apply a dressing. This may stick to the graze or make it soggy and infected.

### Bruises

Bruises are very common in children. They normally get better in seven to ten days. Parents some times worry that a bone may be broken. Children's bones are rubbery

and rarely break, but if in doubt consult the doctor.

If a child gets up at once after a fall and moves about normally, it is unlikely that a bone has been broken. But the child may be stiff the next day because of the bruising which has occurred.

Severe bruising can be treated by:

Rest for 24 to 48 hours. In the case of a badly bruised leg, the limb should be raised. Lying in bed is the easiest way to do this.

A cold compress may ease a bad bruise if applied at once. This is made by soaking some material in water and applying it to the bruise.

Bruises on the head may cause anxiety. If the patient was not knocked out and can remember the accident it is unlikely that serious injury has resulted.

But if the patient was knocked unconscious and cannot remember what happened, he or she should be taken to a hospital casualty department.

#### Insect bites

These are common in the summer. They look like spots. They are very itchy and usually appear on exposed parts, e.g. arms and legs.

The itching can be relieved by calamine lotion.

#### Burns and scalds

Minor burns and scalds cause redness of the skin. Immediate treatment by pouring cold water over a burn is often helpful. If burns cause severe blistering or break the skin, the doctor should be consulted.

Sunburn should, if possible, be prevented by avoiding long exposure and covering exposed areas adequately. It may be treated by calamine lotion and soluble aspirin to relieve the pain.

( An extract from a novel )

You can love the country in two quite different ways, as a cat loves it and as a dog loves it. My mother was like a cat. She responded to the beauty, the peace and the solitude that it offered. She found this in her garden and she found it too in the countryside beyond. Solitude. She was happiest alone. Once, when she was going for a walk, I asked if I could come with her. 'No', she said, "but come and meet me on my way back. I like best being met. 'And so we spent a lot of time meeting her. She would walk to the village and half an hour later my father and I would set off up the hill and hope that somewhere before we reached the top we would see her coming round the corner. Or it might be the other way round, and she would meet us as we drove home after spending the morning playing golf. At night, before going to bed, she would walk up to the forest, two miles along the road, until she was level with Gill's Lap. On these occasions I sometimes accompanied her. It was different in the dark. You could be with someone and they would be there if you felt you wanted them, and if you didn't you could forget them. Now and again, on our way, a car would come by: blinding lights, a roar and a whoosh of wind that seemed to suck you out into the road after them. We clung to each other, standing against the hedge, until they were gone. Then on again. We both loved the country at night, the black shapes of the trees, the tiny spots of light from road side cottages, the sound of the wind. We scarcely talked, absorbed in our private thoughts

If my mother was a cat, my father was surely a dog. He was a Londoner, a real Londoner with a deep love of London in his bones. For him the country had always been not where you lived, but where you went. Where you went on holiday. Where you went to do something—to ride a bicycle, to climb a hill, to look for birds' nests, to play golf. Like a dog, he couldn't just be in the country, sitting

or strolling aimlessly. It had to be a proper walk, a walk with a purpose, planned beforehand, worked out on the map even. And you couldn't go alone; you had to be with somebody, with me perhaps, or with the whole family, Nanny included. Like a doḡ, too, he was happiest of all when chasing a ball.

( A poem )

When I'm Sixty-Four  
 When I get older losing my hair many years from now,  
 Will you still be sending me a Valentine birthday greetings  
 bottle of wine?  
 If I'd been out till quarter to three would you lock the  
 door?  
 Will you still need me, will you still feed me, when I'm  
 sixty-four?  
 You'll be older to  
 And if you stay the word, I could stay with you.  
 I could be handy, mending a fuse  
 When your lights have gone.  
 You can knit a sweater by the fireside  
 Sunday morning go for a ride,  
 Doin' the garden, diggin' the weeds who could ask for more.  
 Will you still need me, will you still feed me, when I'm  
 sixty-four?  
 Every summer we can rent a cottage, in the Isle of Wight,  
 if it's not too dear  
 We shall scrimp and save, grandchildren on your knee  
 Vera Chuck and Dave  
 Send me a postcard, drop me a line,  
 Stating point of view  
 indicate precisely what you mean to say  
 yours sincerely, wasting away  
 give me your answer, fill in a form  
 mine for evermore.  
 Will you still need me, will you still feed me,  
 when I'm sixty-four?

(John Lennon/Paul McCartney)

( A scientific passage )

## Lubrication of Bearings

The machine tools in a workshop sometimes have their own electric motors, or they may take the power they need from a motor which feeds several machines. The shafts which carry the power from the motor to the machines need some kind of support to keep them steady. We call these supports bearings. There are different types of bearings for different purposes. We can classify them according to whether they take the load on the shaft or the thrust along the axis of the shaft. The former type is known as a journal bearing, and the latter type as a thrust bearing.

The rotating shafts bears on a stationary bush or tube. We there fore have two metal surfaces in close contact with each other, and sliding over each other often at high speed. This will cause friction and the bearing will become heated. So we have to protect the metal surfaces from over heating and damage. First of all, we avoid making the shaft and the bush of the same material. The shafting itself is generally of steel, but we use another metal such as cast-iron or bronze or white metal for the bush. At a certain temperature, the metal in the bush will seize or run, and this will prevent damage to the shaft. But of course it will not prevent overheating from occurring.

However, we can reduce the danger of overheating by lubrication. We have a thin film of oil between the two metallic surfaces to keep them apart. The internal friction of oil is much less than the friction between two solids, and generates less heat. Lubrication also offers another advantage. A film of oil on the metal surfaces will prevent them from corroding by protecting them from the air.

The sort of lubricant which we use depends largely on the running speed of the bearing. We can use grease in low-speed bearings, but grease offers more resistance to the turning movement of the shaft. A lighter oil causes less friction, and so an oily lubricant is better for high-speed bearings. The rotation of the shaft carries the film of oil round the inside of the bearing and keeps the shaft from contact with the bush which houses it. We can feed the oil into the bearing in several ways. Sometimes we allow it to drip down under the influence of gravity. More commonly, a pump or gun feeds it in under pressure. In motor-car and other engines, we half cover the bearing in an oil-bath, and oil splashes up into it.

We can reduce the amount of friction even more with rolling bearings. The hardened steel balls in this type of bearing roll round in a finely-ground ball race, and make little more than point contact with the race.



( Telephone Messages )

Man : Oh! It's rather important, so could you give him a message as soon as he comes in? Tell him Jeremy rang to tell him that Harold Scott is retiring at the end of the month so there will be a job going if he's interested. O.K.? Thanks very much.

Woman : O dear! It's terribly important. Tell him I must talk to him before I go to France tomorrow, will you? I'm getting the 10.25 from Victoria but I'll be at home until about 9.30. Don't forget! It's very important!

Man : Will you make a note of a few details, please? Heratio will want to know this when he gets back. Tell him Smith and Harris definitely will, Simpson and Brown won't, and no one knows what Thompson will do. He'll understand. That's all. Thanks!

Women : Oh! Well, will you tell Heratio that if he's still interested, it's at 8.30 tomorrow morning at the Astor Hotel, Jack and Marjory will definitely be there. Thanks!

Man : Out? What on earth is he doing? Well, when you see him, tell him that Thompson is hopping mad and he'd better get in touch with him as soon as possible.

Women : Oh! Well, look, I've only got a second so I can't explain properly. Tell him Mary rang. Ask if he remembers Paris last April. If he does he can ring me today or tomorrow between 5 and 6 at 303-2345.

David Attenborough ( An interview )

Interviewer : Which area, of all the ones that you've visited, is your favourite?

Attenborough : Oh, I find that almost impossible to answer really. Um you know, different places for different things. The South Seas are a pretty divine sort of place to be, you know, I mean Fiji, the islands east of there; the people are so charming and amazing. Er, and then I'm very fond of South East Asia because it's got such wonderful past; it's got so many temples buried in jungles and so on. And the Galapagos Islands with fantastic birds and reptiles. I don't know, it's very difficult.

Interviewer : I wonder what makes you come back to England?

Attenborough : Well, as a matter of fact, of course that's the trick isn't it? I mean you, almost anything, I think, change like happiness is er, no change produces happiness in many ways. I mean, it seems to me that happiness has something to do with changing. The happiest times are when you're always just about to do something, when you've just moved from this to that, er if you then actually get into a situation and it doesn't change, after a bit, er the happiness part begins to wear off and I don't know whether that's a limitation in human beings but I think it's true. But in fact, you don't actually have the option... you don't have the option really, do you? Because actually life is always changing, people around you are changing, you're getting older, emotional things change, and so on.

Interviewer : Before all this you were on the management side of the BBC, in fact, for eight years. How did this part of your nature, didn't you feel very frustrated because you really wanted to be a creative artist?

Attenborough : Well, I think that's what I was saying about change really. I think um, new things, new challenges, that's a corny phrase for you. but nonetheless, they are very important and if someone, if you care about making television programmes, or if you care about making radio programmes, and someone says to you 'Oh, by the way, old boy, er, we've got, er, a new network here and there's twelve million quid or twenty million quid or whatever it is, we're not quite sure actually what to use it for, but perhaps you could think up a few programmes if you'd like to go away and spend it! Er, you have to be a very funny sort of broadcaster if you don't say 'well, thanks very much, I'll start tomorrow! And if after two years they say 'Oh, by the way old boy, because of the technical characteristics of the network you're running, you will be the first colour network in Europe, so we want you to think how perhaps colour should be used'. Well, you again have to be a very funny television producer to say 'I'm not interested!

Interviewer : I'm still interested in what you say about change. Do you feel that anybody has the power to create this change within their lives, um or do you think that some people can't help being absolutely bogged down in whatever their particular path is?

Attenborough : Well, what I mean is that, that, er, there are two elements in that. Of course the world changes around you and therefore you are changed, I mean you get older, so you change, er you meet different people, so you change, er you produce children and they change you and they grow up and they leave and yet again you're changed. So that you are cahged willy nilly by the forces around you. But you also have it within your self to bring about change, er and you, you set your self targets, it seems to me, that 'Oh I wish I could do this; I wish I could own my house; or I wish I could play the piano; or I wish I could grow geraniums; or, or what ever! And, and the change that comes and brings the joy and the satisfaction is that you actually do those things and you actieve those things. And, of course, if there were actually only so few, that you never wanted to change anything then, I think, you'll be a great deal will be missing from your life, a great deal of pleasure.

( An extract from a guide book )

### A weekend in London

Hello! I'm very pleased that you have decided to join one of our next London weekends. My name is Diana and I will be your resident guide during your stay in London. We shall arrive at the hotel at about 6.30 on Friday evening. Remember that we are staying at the Y Hotel in Great Russell Street-That's on the corner of Tottenham Court Road.

After you've got to your room and you've had a chance to freshen up, I hope you'll join me for a short walk through the West End of London. Leaving the hotel at 7.30 sharp I shall be strolling down Charing Cross Road, turning off through part of Soho to Piccadilly Circus, then through Leicester Square to finish up at Trafalgar Square. On the way, we'll pass a lot of the restaurants, theatres and cinemas that you'll be able to visit during your stay in the capital.

The walk should take about half an hour and when we get to Trafalgar Square you'll be free to go off and do whatever you like. Why not have a quick meal and then see one of the latest films in one of the many cinemas around Leicester Square.

If you haven't stayed out too late on Friday night, please join me at 9.30 on Saturday morning for a walk through the great parks of London. We'll take a short trip on the underground to Lancaster Gate and stroll across Hyde Park to the famous serpentine Lake. From there we'll cross over Hyde Park Corner, one of the busiest traffic intersections in central London, and make our way down Constitution Hill in Green Park to Buckingham Palace. If we can see the Royal Standard flying on top of the Palace we'll know that the Queen is at home, but I don't suppose we shall see her. From Buckingham Palace we shall cross into the third Royal Park of St. James's-possibly the most

beautiful of all, and we shall arrive at The Horse Guards in plenty of time to see the ceremony of the Changing of the Guard which takes place every morning at eleven o'clock.

O Saturday afternoon you might like to visit The Houses of Parliament, (remember they are only open to visitors on Saturdays during Parliamentar sessions). If there is some shopping you have to do, now is the time to visit the Oxford Street stores, or if you feel like relaxing on a boat for a while, you can come with me on a trip down the River Thames to Greenwich. I'll be at Westminster Pier near The Houses of Parliament at 2 o'clock in the afternoon, so join me then if you'd like to visit the Maritime Museum and the old Observatory at Greenwich and see some of the great River Thames at the same time.

Saturday night is theatre night and we shall have tickets available for either a top musical or a straight play. I'll give you details on Friday when you arrive and you'll be able to choose which you want to go to. On Sunday morning you have the opportunity to visit the great street market of London in Petticoat Lane. I'll be leaving the hotel at 10.30. You can buy anything from a tin whistle to a tiara in Petticoat Lane, so come and join in the fun. I'll take you to a traditional London pub for lunch afterwards and then it will be time to get back to the hotel, pick up your luggage and begin your journey home.

I hope I've given you a clear idea of the programme for your London weekend and before I finish let me just give you one or two pieces of advice which should make your stay more enjoyable. First, please do remember to bring with you some comfortable shoes to wear. London is a big place and whatever you do, you'll find yourself doing quite a lot of walking, so comfortable shoes are a real necessity. And secondly let me ask you to please look after your mo-

ney. Keep it safe at all times and then you will avoid an unpleasant accident which could spoil your whole weekend. You'll find a summary of your weekend programme enclosed with this tape. Well, that's all from me for now, I look forward to seeing you soon. Goodbye for now.

## News summary

Here is a summary of the news.

Shorts are fired in a south London street by escaping bank robbers.

Four rock fans die in a stampede at a concert in Chicago. And how an Air France Concorde was involved in the closest recorded miss in aviation history.

Shots were fired this morning in the course of an 80 m.p.h. chase along Brixton High Road in London. A police constable was injured by flying glass when a bullet shattered his windscreen as he was pursuing a car containing four men who had earlier raided a branch of Barclays Bank at Stockwell. Police Constable Robert Cranley had been patrolling near the bank when the alarm was given. The raiders made their getaway in a stolen Jaguar which was later found abandoned in Croydon. Officials of the bank later announced that £16,000 had been stolen.

Four people were killed and more than fifty injured when fans rushed to get into a stadium in Chicago yesterday where the British pop group Fantasy were giving a concert. The incident occurred when gates were opened to admit a huge crowd of young people waiting outside the stadium for the sale of unreserved seat tickets. People were knocked over in the rush and trampled underfoot as the crowd surged forward. The concert later went ahead as planned with Fantasy unaware of what had happened. A police spokesman said that they had decided to allow the concert to proceed in order to avoid further trouble. There has been criticism of the concert organisers for not ensuring that all the tickets were sold in advance. Roy Thompson, leader of Fantasy, said afterwards that the whole group was 'shattered' when they heard what had happened. They are now considering calling off the rest of their United States tour.

The United States Air Force has admitted that a formation



of its fighters and an Air France Concorde recently missed colliding by as little as 10 feet. The Air Force accepts the blame for what was the closest recorded miss in aviation history. According to the Air Force spokesman, when the Concorde was already 70 miles out over the Atlantic, on a scheduled flight to Paris from Dulles International Airport, Washington, four U.S. Air Force F-155 approached at speed from the left. The lead plane missed the underside of Concorde's nose by 10 feet while another passed only 15 feet in front of the cockpit.

Forest fires in the South of France have claimed the life of another fireman as they continue to rage in the hills between Fréjus and Lannes-Fanned by strong westerly winds the flames are now threatening several villages and many holiday homes have had to be abandoned. The French army was called in yesterday to assist the fifteen hundred fire fighters that have so far been unable to contain the spread of the blaze.

A demonstration against race prejudice drew thousands of people to central London this morning. It was organised by the Labour Party and the Trades Union Congress under the banner 'United against Racialism! The march was led by several leading Labour Party and Trades Union officials. It was a column that stretched for over two miles and it took the demonstrators nearly three hours to cover the distance from Speakers' Corner to Trafalgar Square. There were representatives from more than twenty major unions, as well as community workers and various ethnic groups. By the time the march reached Trafalgar square an estimated fifteen thousand people had joined it.

Heathrow Airport Police are investigating how a mailbag containing nearly £750,000 worth of jewels went missing between Geneva and London. The mailbag was believed to be on its way to a London dealer from a jeweller in Geneva

five weeks ago, but it was not realised it was missing until the Post Office reported the fact to Scotland Yard two days ago. The mailbag contained a diamond, an emerald and two rubies valued at £635.200 plus a number of stones of lesser value, according to a police spokesman at Heathrow.

Football. The draw for the semi-final of the F.A. Cup was made earlier today. Liverpool will play Manchester City while Arsenal will meet Nottingham Forest.

And that's the end of the news.

At the airport ( An announcement )

Part one

Alitalia to Milan, flight number A 2291 now boarding at gate 6. Alitalia flight number A 2291 boarding gate 6. Passengers to Madrid. Iberia Airlines of Spain regret to advise a delay of two hours on their flight 1 B 551 to Madrid. This delay is due to the late arrival of the incoming flight. That is a delay of two hours on Iberia flight number 1 B 551 to Madrid.

This is the final call for Air France to Paris, flight number AP 814. Any remaining passengers must go immediately to gate 4 where the flight is now closing. Air France flight number AP 814 closing now at gate 4.

British Airways to Tokyo, flight number BA5 now boarding at gate 2. British Airways flight number BA5 boarding gate 2.

Part two

Saudia to Jeddah, flight number SV 172 now boarding at gate 4. Saudia flight number SV 172 boarding gate 4.

This is the final call for Sabena to Brussels flight number SN 608. Any remaining passengers must go immediately to gate 8 where the flight is now closing. Sabena flight number SN 608 closing now at gate 8.

Passengers to Zurich. Swissair regret to advise a delay of 40 minutes on their flight SR 805 to Zurich. This delay is due to a mechanical fault. That is a delay of 40 minutes on Swissair flight number SR 805 to Zurich.

British Airways to Singapore, flight number BA aa now boarding at gate 6. British Airways flight number BA 11 boarding gate 6.

At a railway station

Part one

The next train to arrive at platform 2 will be the 15.02 to Newport calling at Filton, severn Tunnel Junction and Newport. Passengers for Hereford change at severn Tunnel Junction. Passengers for Gloucester change at Filton.

The 15.12 to Taunton, due to depart from platform 1 is reported running approximately 13 minutes late. We apologise for any inconvenience this may cause.

The train now standing at platform 4 is the 15.15 to Bath Spa, calling at Keynsham and Oldfield Park. The 15.15 to Bath Spa now at platform 4.

Here is a platform alteration. The 14.45 from Weston-super-More to Severn Beach, due in at 15.17, will depart from platform 3 not platform 5. The 15.17 to severn Beach will depart from platform 3.

Part two

The 13.30 from Taunton to Cardiff due in at 15.20 is reported running 40 minutes late. Passengers for Newport and all stations to Cardiff are advised to catch the swindon train leaving platform 6 at 15.25 and change at Bristol Parkway .

The next train to arrive at platform 8 will be the 15.23 to Bristol Parkway calling at Lawrence Hill, Stapleton Road, Filton and Bristol Parkway. Passengers for Montpellier and all stations to severn Beach change at stopleton Road.

The train now standing at platform 2 is the 15.27 to Tounton, calling at Nailsea, Weston-super-Mare, Bridgwater and Taunton.

The next train to arrive at platform 5 will be the 15.29 to Gloucester calling at Filton, Bristol Parkway and Glouces-

ter. Passengers for Nexport and Cardiff change at Bristol Parkway. Passengers for Hereford change at Filton.