



Insert a Title for your Presentation: Middle East Technical University

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1. The first section
 - 1.1 This is a subsection
This is a subsubsection
2. The second section
3. The third section
 - 3.1 Another subsection

If you want to highlight **important phrases** in your presentation, please do so with **metured** colour. The listings, bullet points and blocks are all in this colours.

1. This is the first item.
 2. This is the second item.
 3. This is the third item.
- Eye-Tracking
 - Brain Imaging
 - fNIRS
 - EEG
 - fMRI
 - Questionnaire

You can also use `\multicols` command to create equally divided columns. Suppose you have a list of 6 items. You can divide them into 3 columns automatically as such.

- | | | |
|---------|---------|----------|
| 1. Eins | 3. Drei | 5. Fünf |
| 2. Zwei | 4. Vier | 6. Sechs |

One of the famous quotes, in this regard, is the following:

"Timeo hominem unius libri."

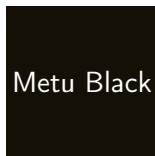
This Latin saying means *"I afraid of the person with single book."*

You can create definition boxes as such:

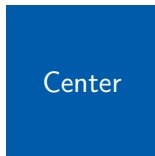
Entropy

The **entropy** of a random variable is the average level of information, surprise, or **uncertainty** inherent in the variable's possible outcomes.

Official colours to be used



Main Colours



Only if needed

You can use `\textcite` or `\parencite` commands to cite from your bibliography. Just type the short name of the source, \LaTeX automatically formats the citation and adds it to the end-text references. You can see the examples below.

Özge et al. (2019) say that children use morphological cues to comprehend sentences. People expect some syntactic elements with more probability compared to some others during sentence comprehension (Levy, 2008). Although some disagree, multi-dominance rules 'em all (Chomsky, 2014; Citko and Gracanin-Yukse, 2021)!

- Chomsky, N. (2014). *The minimalist program*. MIT press.
- Citko, B., & Gracanin-Yukse, M. (2021). *Merge: Binariness in (multidominant) syntax* (Vol. 83). Linguistic Inquiry Monographs.
- Levy, R. (2008). Expectation-based syntactic comprehension. *Cognition*, 106(3), 1126–1177.
- Özge, D., Küntay, A., & Snedeker, J. (2019). Why wait for the verb? Turkish speaking children use case markers for incremental language comprehension. *Cognition*, 183, 152–180.



Thank You
for your attention.

Do you have any question?