For the following questions, you will be graded on the clarity of your writing, in terms of the structure, grammar, as well as the appropriateness, correctness and relevance of the particular examples and facts that you use to illustrate or to support your viewpoints.

1. Languages vary typologically in how they map lexical and syntactic elements onto semantic domains. This variation is especially evident in the domain of spatial relations, particularly in expressions of motion events.

(1) Analyze the following examples to explain why Turkish and English belong to two typologically distinct language groups, focusing on how lexical and syntactic elements (e.g., verb forms, case markers, and particles) are mapped onto semantic components of motion events, such as manner and path. (20 points)

(2) Use these examples to explain Talmy's (1985) proposal regarding verb-framed and satellite-framed languages. Discuss how the Turkish and English motion event constructions exemplify these typological categories. (10 points)

Talmy, L. (1985). Lexicalization patterns: Semantic structure in lexical forms. In T. Shopen (Ed.), *Language typology and lexical description, Vol. 3: Grammatical categories and the lexicon* (pp. 57–149). Cambridge University Press.

English

(A1) The man ran into the house.

(B1) The child walked across the bridge.

(C1) The woman ran out of the car.

(D1) The cat climbed up the tree.

The same meanings can be expressed in **Turkish** as follows:

(A2) Adam koşarak eve girdi. (*Man running house-into entered.*)

(B2) Çocuk yürüyerek köprüyü geçti. (*Child walking bridge-ACC crossed.*)

(C2) Kadın arabadan koşarak çıktı. (*Woman car-from running exited.*)

(D2) Kedi ağaca tırmandı. (*Cat tree-to climbed.*)

2. Based on the following dataset in English, **define** and **explain** what middle construction is in terms of **valency**. Elaborate your discussions with additional examples to support your viewpoints if necessary. (25 points)

(1) John hit.
(2) John hit the door.
(3) *The door hit.
(4) The smallest person can change the future.
(5) The future can change.
(6) These trousers wear well (*by women).
(7) Chomsky's book reads easily (*by phychologists).

見背面

3. Examine the following dataset from Ebembe and answer the questions below. (25 points)

(a) A-toc-ile. 3SG-ask-PAST	'He/she asked.'
(b) Abatocile bana.	'He asked the children.'
(c) Twabatocile bana.	'We asked the children.'
(d) Twamtocile Atondo.	'We asked Atondo.'
(e) Twamtocile Atondo na bana.	'We asked Atondo for the children.'
(f) Twabatocilile bana Atondo.	'We asked Atondo for the children.'
(g) Twatocanile.	'We asked each other.'
(h) Twatocanile na bana.	'We asked each other for the children.'
(i) Twabatocanilile bana.	'We asked each other for the children.'

(1) List all the forms/morphemes in the given dataset with glosses.

(2) What kinds of valence-adjusting strategies are involved in the given dataset? Describe the differences among data based on the valence-adjusting strategies involved.

4. When speaking to infants and children, caregivers often use a distinct speech register known as "motherese" or infant-directed speech, which has a unique acoustic profile. This register is observed across various cultures. Based on the figure provided below, describe the key characteristics of motherese, focusing on fundamental frequency (F0), duration (time), and the first and second formants (F1 and F2). In your response, define each of these terms and explain their significance in infant-directed speech. (20 points)

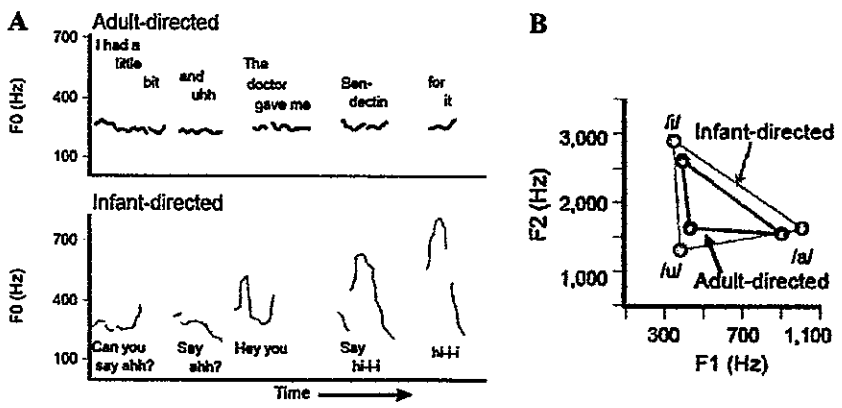

Image adapted from Kuhl, P. K. (2007). *Cracking the speech code: How infants learn language. Acoustical Science and Technology,*

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