ubject of the control sentence in (1b) is an ar John John CCCC I VP I VP CCCCC V IP V IP CC g neoretic reasons why a learner should consider urner first assumes a raising structure, there How the learner solves this mapping problem i tain a raising verb. Here I will briefly revie ow the learner solves this mapping p in a raising verb. Here I will brief versity of Pennsylvania participated parsed the sentence as a control st: given in Table 1.7 Response Type it was either a referential pronoun finished the question. Thus, only un use was insumate. Framules of sente ______ assess the question. Thus, coly usual, ..., ..., or ests and large as insulants, famples of sentences used in this experi-ome 17.522.8+04.the+11.35.0+**(19) = -4.339, of 0.003 a subjects should trigger raising predicates, but rather that the that lead addit fragilar hapshare to assume that a given sent that lead addit fragilar hapshare to assume that a given sent that lead addit fragilar hapshare to is assume that a given sent form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. Ille (3) (John form on the two solid children parse sentences. 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Ille (3) (John form on two solid children parse sentences. Ille (3) (John form on two that Barry knew the answer even server be happy), in which the subject of the main gel8.8+*0.38***Control+52.5***17.5***Ambig with children, let us consider why inanima th. Thus, it is not that inanimate subjects choice of a mixing vs. a control verb. Before avoring on to discuss experiments with children, let us consider with number to an end of the standard standa and lower predicate. This is because this semantic relationship (betwe ld focus on the local relationship between subject and matrix verb, as in Clause VP Subject **CD** V IP **D** Main Clause PRO VP **CD** Pred Lower C judges whether the puppet^A (comment was %Good or #jilly . Participan ... local long-distance (door-try) (door-purple) The door is trying e that the control incompati ite objects cannot have anime 79* 100** *p d 0.05 **p mil plastic or wodes shows and are asked to identify the shapes. The moster always identifies the shapes correctly, but the plast felicitons, the it pronom is equalized (as in, Height and the moster what IT thinks). A left the shapes correctly, but the discour-felicitons, the it pronom is equalized (as in, Height and the moster what IT thinks). A left may are constrained by the shape was a size (1) of a smaller what IT thinks). A left was a size of the shape was a size (1) of a smaller by height (1) of the smaller what is a size of the shape was a size (1) of a smaller what is a size of the shape was a size (1) of a smaller what is a size of the smaller what is a size of the shape was a size (1) of the smaller was a size of the shape was a size (1) of the smaller was a size of the small ive) The proportion of correct interacting mattern surface set asize those veros as ones that up not take a subject an us, control veros get incorrectly lunged together with the the learner will not receive positive evidence that will for this John to leave (and not Warry seems an apple, Marry seem er hazards of the lexicon , to appear in: Proceedings of C @@man simulations of vocabulary learning. Cognition 73, 1 (2002) 強erbs on the fringe: Kaising verbs as lexic time course of grammatical development , Cognition nguage 17, 357-374. Perlmutter, D. (1979) 慣悟 two aı mazanus , mos lech neport #uz=ui, becker, m. (to appem) Rec 66, 249-301. Gillette, J., H. Gleitman, L. Gleitman, and A. Ledes verbs begin , in D.J. Napoli and E. Rando (eds.) Syntactic argum ter (1979) are sometimes raising and sometimes control verbe Dr'arr Dr'arr Dr'arr Dr'arr Dr'arr Dr'arr $c_{1,1} = c_{1,1} = c_{1$

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