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 5.3 Towards a refined usage-/exemplar-based definition of construction 5.4 Conclusion; References; Reconstructing constructional semantics; 1. Introduction; 2. The Dative Subject Construction; 3. Reconstructing semantics; 4. Comparison of the semantics of the Dative Subject Construction in Old Norse-Icelandic, Archaic/Classical Latin, Ancient Greek, Old Russian, and Old Lithuanian; 5. A reconstruction of the semantics of the Dative Subject Construction in Indo-European; 6. Special characteristics of the Indo-European Dative Subject Construction in the typological landscape; 7. Summary  
 References Appendix: Narrowly-circumscribed lexical semantic verb classes; The historical development of the it-cleft; 1. Introduction 1; 2. Theoretical assumptions; 2.1 Language structure; 2.2 Language change; 2.3 Interim summary; 3. The object of study; 3.1 An expletive account of it-clefts; 3.2 An extraposition account of it-clefts; 4. Sorting the data; 4.1 Ball's (1991) it-cleft origin story; 4.2 Patten's (forthcoming) it-cleft origin story; 4.3 Handling the OE hit-cleft; 5. Interpreting the data; 5.1 The diachronic development of the English it-cleft  
 5.2 Ball (1994) and the mergers of the English it-cleft

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## Sommario/riassunto

How do people describe events they have witnessed? What role does linguistic aspect play in this process? To provide answers to these questions, we conducted an experiment on aspectual framing. In our task, people were asked to view videotaped vehicular accidents and to describe what happened (perfective framing) or what was happening (imperfective framing). Our analyses of speech and gesture in retellings show that the form of aspect used in the question differentially influenced the way people conceptualized and described actions. Questions framed with imperfective aspect resulted in more mo

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