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Nota di contenuto	Contents; Contributors; Introduction: Progress on the Verb Learning Front; Part I: Prerequisites to Verb Learning: Finding the Verb; 1 Finding the Verbs: Distributional Cues to Categories Available to Young Learners; 2 Finding Verb Forms Within the Continuous Speech Stream; 3 Discovering Verbs Through Multiple-Cue Integration; Part II: Prerequisites to Verb Learning: Finding Actions in Events; 4 Actions Organize the Infant's World; 5 Conceptual Foundations for Verb Learning: Celebrating the Event; 6 Precursors to Verb Learning: Infants' Understanding of Motion Events 7 Preverbal Spatial Cognition and Language-Specific Input: Categories of Containment and Support8 The Roots of Verbs in Prelinguistic Action Knowledge; 9 When Is a Grasp a Grasp? Characterizing Some Basic Components of Human Action Processing; 10 Word, Intention, and Action: A Two-Tiered Model of Action Word Learning; 11 Verbs, Actions, and Intentions; Part III: When Action Meets Word: Children Learn Their First Verbs; 12 Are Nouns Easier to Learn Than Verbs? Three Experimental Studies; 13 Verbs at the Very Beginning: Parallels

Between Comprehension and Input

14 A Unified Theory of Word Learning: Putting Verb Acquisition in Context  
15 Who's the Subject? Sentence Structure and Verb Meaning; Part IV: How Language Influences Verb Learning: Cross-Linguistic Evidence;  
16 Verb Learning as a Probe Into Children's Grammars;  
17 Revisiting the Noun-Verb Debate: A Cross-Linguistic Comparison of Novel Noun and Verb Learning in English-, Japanese-, and Chinese-Speaking Children;  
18 But Are They Really Verbs? Chinese Words for Action;  
19 Influences of Object Knowledge on the Acquisition of Verbs in English and Japanese  
20 East and West: A Role for Culture in the Acquisition of Nouns and Verbs  
21 Why Verbs Are Hard to Learn; Author Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; U; V; W; X; Y; Z; Subject Index; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; R; S; T; U; V; W

Sommario/riassunto

Words are the building blocks of language. An understanding of how words are learned is thus central to any theory of language acquisition. Although there has been a surge in our understanding of children's vocabulary growth, theories of word learning focus primarily on object nouns. Word learning theories must explain not only the learning of object nouns, but also the learning of other, major classes of words - verbs and adjectives. Verbs form the hub of the sentence because they determine the sentence's argument structure. Researchers throughout the world recognize how our understanding of