**I. Draw on the readings, web activities and experiments described in Sedivy.**

1. Despite the sameness of human mind, i.e., its basic cognitive machinery and biases, why do we speak diverse languages? *In answering, elaborate on the sameness and speculate about the reasons.*

2. Explain what’s implied by cognition opting to deliver thoughts efficiently and what mechanisms enable this efficiency.

3. Explain the duality of patterning in relation to the process of child’s acquisition of language.

4. How diverse can language systems be? Refer to the specifics of what gets coded in diverse languages.

5. Despite our mind’s adaptability to language environments, what is required so that language gets learned?

6. Does our language constrain how we think and does it shape thinking of new learners?

7. Over the 1st year of life, (i.e., prior to mapping sound groups to word-meanings) dramatic learning and perceptual reorganization occur. What are the characteristics of this sort of learning and reorganization?

8. On what cognitive capacities does pattern-finding and rule-generalizing depend in the process of language acquisition in the specific stages of the learning process?

9. Matching words to meanings is difficult and gradual. What sort of cues provide support to the learning mind and through what stages does learning happen?

10. In what stages does the child learn syntax? Why is it more difficult to understand verbs than nouns?

11. Explain how kids gain the grammar of inflecting, deriving and compounding words, and how they learn to use irregular nouns or verbs. Can we account for how they deal with grammar without the support of Universal Grammar?

12. What are the two distinct mechanisms of the child’s word-learning that are paralleled in brain networks? Into what streams is this linguistic knowledge separated?

13. In the flow of speech, how does the child figure out word boundaries?

14. For what reasons and in what ways is the adult's learning of a foreign language different from how the child learns?

15. What are some of the natural classes of sounds and of concepts? What does “natural“ mean?

16. What is the role of referential intent in children's word-learning?