Chapter 5: Learning Words

5.1 Words and Their Interface to Sound

* Which sounds to attach to meanings?
* Studying how children map sounds to meaning: The switch task

5.2 Reference and Concepts

* + Words and objects
	+ Categories large and small
	+ How different languages cut up the concept pie
		- Cues for forming categories

5.3 Understanding Speakers’ Intentions

* + - Associations versus intentions
		- Revisiting the switch task
		- Getting to know the meaning: THe stratégy of mutual exclusivity

5.4 Parts of Speech

* + - Verbs and other learning problems
		- Children use syntax to constrain meaning

5.5 Assembling words

* + - The smallest units of meaning
		- Word-building options
		- The structure inside words

5.6 Words versus Rules

* + Learning to generalize
	+ One system or two?
	+ Separate brain networks for words and rules?

L***inks that might interest and inspire you:***

***Deb Roy's TED Talk*on how his son learned first words is already under Lesson 9.**

**Providence talks**
<http://languagelog.ldc.upenn.edu/nll/?p=4514>
The city of Providence in Rhode Island has launched a large-scale initiative to increase the amount of language input that is heard by children from low-income families. This link provides coverage and interesting discussion.

**The birth of a word**
<http://www.ted.com/talks/deb_roy_the_birth_of_a_word#t-18185>
Researcher Deb Roy recorded 90,000 hours of video to document the interactions and linguistic input that led to and accompanied his baby’s first words. In this lecture, he describes the results of this project.

**Lego nomenclature**
<http://www.themorningnews.org/article/a-common-nomenclature-for-lego-families>
Some activities call for specialized vocabulary: How a group of boys have converged upon a lexicon for Lego blocks.