Teaching an L2 always entails giving instructions about formal and functional categories, and learners seldom draw regular inferences on the underlying cognitive patterns. Resting on a long-standing research on L1 Acquisition and Translation theories, the major contention of this thesis is that a prior, thorough inspection of universal cognitive patterns may facilitate the learning process of an L2, thereby highlighting the trading relation between a common pool of conceptual computations and their idiosyncratic surface structures. In the lecture this new operational issue will be applied to several languages (Swedish, Brazilian, Turkish, Basque, Chinese, Bulgarian, and other Romance, Germanic, and Slavonic languages), and selectively tackle three active topics of debate: Definiteness, Deictic and Aspectual Verbal Patterns, and Modality.