Instructions to play: Players will be divided into two teams: Team 1 and Team 2. A timer may be set for 1 minute or however long is agreed. One person from Team 1 will be the Clue-Giver and will take a card from the pile. They must give clues to their teammates but are not allowed to say the taboo words on the card. If their team says the guess-word without hearing a taboo word, their team receives a point and the card goes into a discard pile. If a taboo word is said, Team 2 must sound a buzzer or any sort of notification; then the card must be skipped and placed in the discard pile. Team 1 plays until the time runs out. Roles will then be swapped and Team 2 will begin to play.

Print and cut out the cards below, 4 blank templates are included to make your own guess-cards:

Prosodic bootstrapping	Protowords	One-Word Stage
Fundamental Frequency (F0)	Conventional	Vertical Construction
Prosody	Symbolic	Single/One
Primary Language (L1)	Connection	Holophrastic
Amplitude	Invented	Open class words

The Gavagai Problem	'Real' Word	Cluster Reduction
Quine (1960)	Constant labels	Consonant cluster
Fast mapping	Repetition	Reduction
Segmentation	Intention	Single
New word	Across contexts	Elimination

Velar Fronting	Sonority Hierarchy	Categorical Perception
Velar	Most or Least	Voicing
/k/ or /g/	Sonorant	Boundary
Front	Hierarchy	Alter
Back	Cluster	Category

Reduplication	Hart & Risley (1992, 1995	Prosody
Consonant	SES	Segmentation
Harmony	Study	Focus
Reduplicate	Interactions	Intonation
Syllable	Vocabulary	Structure

Joint Attention	Child Directed Speech (CDS)	Effective Conversation
Pointing	IDS	Attention
Eye gaze	Exaggeration	Turn-taking
Intentions	Dynamic	Common ground
Social cues	Fundamental frequency	Conventions

Non-Content Words	U-Shaped Development	Questions
Pronoun	Memorize	Marker
Negate	Irregular	"Wh"
Preposition	Degrade	Invert/sion
Conjunction	Block	Request

Bound Morphemes	Emergent Understanding	
Inflectional	Produce	
Number	Plural	
Tense	Preterite	
Stem	Form	

Acquisition of the Lexicon:
- **Prosodic Bootstrapping:** "Refers to how learners use auditory aspects from the speech signal as a cue to identify other properties of grammar. 3 day olds are extremely sensitive to this information"
- **Protowords:** "Only the baby's immediate circle will understand what they are saying. An example is that a baby called a pacifier a 'noochie'. When they say 'noochie' around their neighbor, the neighbor doesn't understand what they are asking for. The child's mom will immediately understand and bring the child their pacifier."
- **One-word stage:** "9-18 month old children are usually in this stage of language acquisition. These utterances can also take the place of a whole sentence. Saying things like 'juice' implying that the child would want some juice instead of saying 'give me more juice'".
- **The Gavagai Problem:** "When children assume the meaning of a made up word based on seeing a few pictures and descriptions. They then take this information and assume that this word has a specific meaning based on what they have observed."
- **'Real' word:** "These kinds of words are associated with specific categories. The same sound is used to mean the same thing everytime. Every time you say the word 'cat', it's because you are referring to the animal 'cat' and nothing else. Everyone will understand what is being said, as they are usually conventional across speech communities."

Role of the Adult:
- **Prosody -** "When a child listens to people speaking, they often pay attention to the patterns of sounds and how words often have syllables that are stressed or how wh-questions might end with a falling pitch. What is this called?"
- **Child-Directed Speech (CDS) -** "This is a style of speaking that an adult would use with a child. This style may often use frequent questions and a slower speaking style. In order to make it 'understandable' for children, the caregiver may drag out words when pronouncing them or speak in a higher tone of voice. This type of speech is important to expose the child to in order to acquaint them with sound patterns in conversation."
- **Effective Conversation -** "In order to have this, people speaking with each other must know Grice's maxims and know how to speak so that they are courteous. Each person must be able to speak their own part and listen attentively to the other interlocutor. For this to happen, It is also best that the interlocutors have background knowledge about the subject that they are speaking about."
- **Hart & Risley (1992, 1995) -** "This was a result of researchers following 40 families of various social status and incomes to observe how parents spoke with their children. Then, the language knowledge of the children were tested to see how the exchanges differed situation to situation. Some of what they found was that working-class parents used more imperatives with their children and higher socio-economic groups used more wh- questions and had more conversations."

- **Joint Attention -** "This happens when caregivers are looking at what the child is looking at and following their lead in observing the world. It may also happen vice versa when a child follows the caregiver's focus on an object or person. This is an important concept for young children to know in order to understand how to hold a proper conversation."

Acquisition of Phonology:
- **Cluster Reduction:** "This phonological process typically occurs when children produce 'pan' instead of 'plan'. This type of process is typical because the production word initially is more challenging than the production word finally."
- **Velar Fronting: "**This phonological process involves making a shift from the soft palate to the alveolar ridge. Hint: an example of this might be 'key' → [ti]"
- **Sonority Hierarchy:** "This is an ordered list that is structured in a principle way! It accounts for certain phonological processes and is important to see what kids are actually doing when they mispronounce words."
- **Categorical Perception:** "This was studied by Eimas et al. (1971) who focused on infants 1-4 months of age. It included a presentation of different sounds to infants that were synthetically changed. This study included a baseline condition where the infant would hear a sound over and over again. When in the baseline condition, the infants would get bored. However, when the sound made a switch, the infants were aware of this change. What were the infants engaging in during this study?"
- **Reduplication:** "This is another phonological process that may include dropping the second part of a word. To replace the second part of the word, a child may repeat the first part to get a new sounding word. An example of this may be going from "kitchen" → [kiki]. This is the process known as_____".

Acquisition of Morphology:
- **Non-Content Words:** "Refers to words whose meaning is not dependent on the 'world' they occur in. They have little to no substantial meaning and mostly serve the purpose of marking relationships between words, denoting the finer details of a given context, or establishing relationships to space and time."
- **U-Shaped Development:** "Children go through this process whereby at first, at surface level, they seem to be saying appropriate forms, but later, this seems to become guessing or overregularization, and finally, they learn all appropriate forms"
- **Questions:** "One of the harder things to acquire morphologically for children, using alteration of the syntax and morphology in an attempt to obtain information unknown to the speaker through the listener"
- **Bound Morphemes:** "This term describes word parts not separable from their 'hosts'. That is, they cannot be uttered alone. Children acquire these by first distinguishing the two, and then determining the category of the 'host' word, then mapping the context & participants while paying attention to the word's distribution and linguistic environment, eventually learning the meaning of the inseparable part."

- **Emerging Understanding:** "Describes the drawn out and semi-passively acquired competence of grammatical number in nouns and tense in verbs. "

Contributions

- Each group member contributed equally to every part of the project.
- We each came up with a topic that we wanted to focus on for the taboo cards.
    - Alex chose acquisition of the lexicon.
    - Gabby chose the role of the adult.
    - Max chose acquisition of morphology.
    - Seta chose acquisition of phonology.
- We each came up with one source that we wanted to use as a reference for our project.
    - Seta found two sources.
- Each group member contributed to the four questions that were a part of the rough draft. We edited each other's work and added what we thought was necessary.
    - For the rough draft, we each came up with 2 cards to get started and how they could possibly be described by not using the forbidden words.
    - After we received feedback on our rough draft, we came up with five cards per member, totalling up to 20 cards.
- Gabby wrote the instructions for the game, just in case some people were unsure of how to play.
- For the final project, each member came up with 5 taboo cards to be a part of the game.