1. Orthography

1.1. The status of orthography in linguistics

1.2. The relationship between speech and writing

1.2.1. Dependence hypothesis

1.2.2. Independence hypothesis

1.2.3. The interdependence hypothesis

1.2.4. The impoverished nature of writing

1.3. Shallow versus deep orthography

1.4. English as a deep orthographic language

<table>
<thead>
<tr>
<th>divergence from spelling to sound</th>
<th>from sound to spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>/e/ - &lt;ea&gt; “bread”</td>
<td>&lt;i&gt;/ - &lt;ea&gt; “speak”</td>
</tr>
<tr>
<td>/i:/ - &lt;ea&gt; “sea”</td>
<td>/i:/ - &lt;e&gt; “she”</td>
</tr>
<tr>
<td>/e/ \ “great”</td>
<td>/i:/ - &lt;ae&gt; “encyclopaedic”</td>
</tr>
<tr>
<td>/i:/ - &lt;ee&gt; “heed”</td>
<td>/i:/ - &lt;i&gt; “brief”</td>
</tr>
<tr>
<td>/i:/ - &lt;ey&gt; “key”</td>
<td>/i:/ - &lt;ei&gt; “receive”</td>
</tr>
<tr>
<td>/i:/ - &lt;gh&gt; “ghost”</td>
<td>/i:/ - &lt;oe&gt; “phoenix”</td>
</tr>
<tr>
<td>/i:/ - &lt;gh&gt; “rough”</td>
<td>/i:/ - &lt;i&gt; “people”</td>
</tr>
<tr>
<td>/i:/ - &lt;gh&gt; “daughter”</td>
<td>/i:/ - &lt;ay&gt; “quay”</td>
</tr>
</tbody>
</table>

1.5. Spelling rules

1.5.1. Complementary distribution of <i> and <y> as well as <u> and <w>

1.5.2. Gemination

1.5.3. Haplology (Anti-gemination)

1.5.4. Final <e> deletion

1.5.5. <k> insertion

1.5.6. Resistance of spelling to pronunciation differences

1.6. Reasons for the discrepancy between pronunciation and spelling

1.6.1. Differential change rate / The conservative nature of spelling
1.6.2. Language contact

- /g/ "get“ (North Germanic)                        <h> “hill” (native word stock)
- /d/ “gem” (French “la gemme” [l])          <h> “hour” (Latin)
- /j/ (native word stock, Old English “gifan”)

1.6.3. Susceptibility of spelling to non-phonological influences

1.6.4. Variable codification (or no codification)

1.7. Spelling Reforms

1.8. Spelling pronunciation (SP) / Phonetic spelling (PS)

SP: forehead [fɹrd] ~ [fɹ:hed]
    language [læɡd] -> [læɡld]
    corpse [kɹ:s] -> [kɹ:ps]

PS: through ~ thru
    five (of the clock) -> five o’clock
    M.E. son -> sound

1.9. Quantitative analyses of the relationship between spelling and sound

1.9.1. From letter to sound: consistency of body, rime, and shell pronunciation

vowel (isolated: 0.72)  preceded by onset: 0.81 (n.s.)
                        followed by coda: 0.92 (s.)
onset (isolated: 0.98)  followed by vowel: 0.99 (n.s.)
                        followed by coda: 0.99 (n.s.)
coda (isolated: 0.98)   preceded by vowel: 0.99 (n.s.)
                        preceded by onset: 0.99 (n.s.)

1.9.2. From sound to letter: consistency of body, rime, and shell spelling

vowel (isolated: 0.53)  preceded by onset: 0.65 (s.)
                        followed by coda: 0.74 (s.)
onset (isolated: 0.91)  followed by vowel: 0.94 (s.)
                        followed by coda: 0.94 (n.s.)
coda (isolated: 0.82)   preceded by onset: 0.88 (n.s.)
2. Phonology
2.1. Segmental phonology
2.1.1. Consonant system
2.1.2. Vowel system
2.1.3. A quantitative analysis
2.1.4. Functional load
2.1.5. Clusters
2.1.6. Sonority
2.1.6.1. Sonority sequencing principle
2.1.6.2. Sonority contour principle
2.1.6.3. Sonority reversal
2.1.7. Case study: The problem of /r/
2.1.8. Suprasegmental phonology
2.2.1. Syllable structure
2.2.2. Syllabification
2.2.2.1. Criteria
2.2.2.1.1. Phonotactics
2.2.2.1.2. Morphology
2.2.2.1.3. Stress
2.2.2.1.4. Vowel length
2.2.2.1.5. Sonority
2.2.2.1.6. Onset maximization
2.2.2.2. Syllabification of single intervocalic consonants
2.2.2.3. Syllabification of intervocalic consonant clusters
2.2.2.4. Resyllabification
2.2.2.5. Why syllabification?
2.2.3. Stress
2.2.3.1. Fixed vs. free stress
2.2.3.2. Distinctiveness of stress
2.2.3.3. Quantity-sensitivity

The sensitivity of stress to phonological weight
<table>
<thead>
<tr>
<th>Length</th>
<th>Sensitivity</th>
<th>+</th>
<th>-</th>
<th>0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disyllabic words</td>
<td>121 (27.4%)</td>
<td>63 (14.3%)</td>
<td>257 (58.3%)</td>
<td>441</td>
</tr>
<tr>
<td></td>
<td>Trisyllabic words</td>
<td>24 (8.9%)</td>
<td>79 (29.2%)</td>
<td>168 (62.0%)</td>
<td>271</td>
</tr>
</tbody>
</table>

2.2.3.4. Stress rules
2.2.3.5. Stress clash
2.2.4. Rhythm
2.2.4.1. Principle of rhythmic alternation
2.2.4.2 Syllable timing
2.2.4.3. Stress timing
2.2.5. Connected speech
2.2.5.1. Strong vs. weak forms

3. Morphophonology
3.1. The phenomenon: Allomorphy
3.2. Stem-induced affix allomorphy vs. affix-induced stem allomorphy
3.3. Prefix vs. suffix allomorphy
3.4. Directionality
3.5. Allomorphy in inflection
3.6. Allomorphy in derivation
3.7. Comparison of allomorphy in inflection and derivation
3.8. Why allomorphy?
3.9. Advantages and one disadvantage of allomorphy

4. Morphology
4.1. Introduction
4.1.1. English as an isolating language
4.1.2. Word-based morphology
4.1.3. The suffixing preference
4.1.4. Weak fusionality
4.2. Inflection
4.2.1. Inflectional morphemes
   - possessive –s
   - third person singular –s
plural –s
comparative/superlative –er/-est
past tense –ed
past participle –ed
present participle –ing
progressive –ing
gerund –ing (in some cases)
adverbial -ly

4.2.2. Grammatical categories coded by inflectional suffixes

- person on verbs
- tense on verbs
- aspect on verbs
- number on nouns
- possessive on nouns
- case on pronouns
- number on pronouns
- gender on pronouns

4.2.3. Status of possessive marker

4.3. Derivation

4.3.1. Modifier-head structure

4.4. Compounding

4.5. Productivity

4.6. Branching direction

4.6.1. Prefix-Stem-Suffix,  e.g. un-grace-ful right-branching
e.g. dis-grace-ful left-branching

4.6.2. Stem-Stem-Stem,  e.g. air traffic control left-branching
e.g. bank interest rate right-branching

4.6.3. Stem-Stem-Suffix,  e.g. good-natur-ed right-branching

4.6.4. Stem-Suffix-Stem,  e.g. swimm-ing pool left-branching

4.6.5. Stem-Suffix-Suffix,  e.g. develop-ment-al left-branching

4.6.6. More complex structures

5. Lexicology
5.1. The mixed nature of the lexicon

to think – to reflect – to meditate
to rise – to ascend
great – large – big
short – brief
beam – ray
snake – serpent
breast – pectoral

Is English a Romance language?

5.2. Structural differences between the Germanic and the Latinate vocabulary

<table>
<thead>
<tr>
<th></th>
<th>Germanic</th>
<th>Latinate</th>
</tr>
</thead>
<tbody>
<tr>
<td>register</td>
<td>basic</td>
<td>“bookish”</td>
</tr>
<tr>
<td>word length</td>
<td>monosyllabic or weak</td>
<td>polysyllabic</td>
</tr>
<tr>
<td></td>
<td>final syllables (“fiddle”)</td>
<td></td>
</tr>
<tr>
<td>different phonolo-</td>
<td>voicing alternation</td>
<td></td>
</tr>
<tr>
<td>gical processes</td>
<td>house – houses</td>
<td></td>
</tr>
<tr>
<td>stress alternation</td>
<td>to believe – the belief</td>
<td>to record – the record</td>
</tr>
<tr>
<td>stress shift through</td>
<td>-ness: tender-ness</td>
<td>-ity: native-ity</td>
</tr>
<tr>
<td>affixation</td>
<td>-hood: brother-hood</td>
<td>-ette: cigar-ette</td>
</tr>
<tr>
<td>affix change follow-</td>
<td>marked – unmarked</td>
<td>mobile – immobile</td>
</tr>
<tr>
<td>ing affixation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stem change follow-</td>
<td>happy – happiness</td>
<td>please – pleasure</td>
</tr>
<tr>
<td>ing affixation</td>
<td>king – kingdom</td>
<td>infant – infancy</td>
</tr>
<tr>
<td>nominalization</td>
<td>through gerund:</td>
<td>through derivational affixes:</td>
</tr>
<tr>
<td></td>
<td>to go – the going</td>
<td>to depart – departure</td>
</tr>
<tr>
<td></td>
<td>to come – the coming</td>
<td>to arrive – arrival</td>
</tr>
<tr>
<td></td>
<td>to build – the building</td>
<td>to construct – the construction</td>
</tr>
<tr>
<td>phrasal verbs</td>
<td>to take after</td>
<td></td>
</tr>
<tr>
<td>morphological structure</td>
<td>to go in</td>
<td>to enter</td>
</tr>
<tr>
<td>of verbs</td>
<td>to go up</td>
<td>to ascend</td>
</tr>
<tr>
<td></td>
<td>to go forward</td>
<td>to advance</td>
</tr>
</tbody>
</table>
“pseudomorphemes”

<table>
<thead>
<tr>
<th>“pseudomorphemes”</th>
<th>unworthy</th>
<th>attend – pretend</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>compose – expose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prefer – refer</td>
</tr>
</tbody>
</table>

Dative shift

<table>
<thead>
<tr>
<th>He built her a house</th>
<th>*He constructed her a house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He sent her a letter.</td>
<td>*He conveyed her a letter.</td>
</tr>
<tr>
<td>He gave her much money.</td>
<td>*He donated her much money.</td>
</tr>
</tbody>
</table>

5.3. Word length

<table>
<thead>
<tr>
<th>number of phonemes</th>
<th>number of syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>3</td>
<td>9.3%</td>
</tr>
<tr>
<td>4</td>
<td>16.2%</td>
</tr>
<tr>
<td>5</td>
<td>18.4%</td>
</tr>
<tr>
<td>6</td>
<td>14.9%</td>
</tr>
<tr>
<td>7</td>
<td>13.3%</td>
</tr>
<tr>
<td>8</td>
<td>9.7%</td>
</tr>
<tr>
<td>9</td>
<td>7.6%</td>
</tr>
<tr>
<td>10</td>
<td>4.6%</td>
</tr>
<tr>
<td>11</td>
<td>2.6%</td>
</tr>
<tr>
<td>12</td>
<td>1.9%</td>
</tr>
<tr>
<td>13</td>
<td>1.0%</td>
</tr>
<tr>
<td>14</td>
<td>0.1%</td>
</tr>
<tr>
<td>15</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

average 6.27 phonemes

5.4. Frequency stratification (Denes 1963)

13 words make up 25%,
67 words make up 50%,
331 words make up 75% of the words in the sample

5.5. Word classes

5.6. Verb + particle combinations (complex verbs)

5.6.1. Intransitive phrasal verbs: to wake up, to wise up, to eat out

5.6.2. Transitive phrasal verbs: to mess s.th. up, to take s.th. up, to take s.o. out
5.6.3. Prepositional verb: to insist on, to deal with, to take after s.o.

5.6.4. Phrasal-prepositional verb: to put up with s.th., to take s.th. out on s.b., to get s.th. over with, to get away with s.th.

5.6.5. Phrasal vs. prepositional verbs

<table>
<thead>
<tr>
<th>Phrasal Verb</th>
<th>Prepositional Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>He slipped on the jacket.</td>
<td>She slipped on a banana peel.</td>
</tr>
</tbody>
</table>

5.6.6. Degrees of metaphoricity

- basic: to look at, to look around
- slightly metaphorical: to look ahead, to look back
- strongly metaphorical: to look after, to look forward to, to look down on, to look for, to look up to.

5.7. Lexical features: Count vs. mass nouns

- the furniture - *a furniture/*the furnitures
- the information - *an information/*the informations
- snow – snows
- water – waters
- rain – rains

<table>
<thead>
<tr>
<th>Totally uncountable</th>
<th>In-between</th>
<th>Fully countable</th>
</tr>
</thead>
<tbody>
<tr>
<td>information</td>
<td>knowledge</td>
<td>cake</td>
</tr>
<tr>
<td>outskirts</td>
<td>cattle</td>
<td>dog</td>
</tr>
<tr>
<td>furniture</td>
<td>people (“persons”)</td>
<td>car</td>
</tr>
</tbody>
</table>

Conversion from mass to count: He ordered three coffees.
Conversion from count to mass: A cattle lorry crashed. There was cow all over the place.
It was disgusting.

6. Morphosyntax

7. Syntax

7.1. Survey of major characteristics

7.1.1. English as a fixed word order language

Basic constituent order:  

<table>
<thead>
<tr>
<th>Basic constituent order</th>
<th>SVO = 89,8%</th>
<th>‘I cleaned the carpet.’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OSV = 10,2%</td>
<td>‘What did you clean?’</td>
</tr>
</tbody>
</table>

7.1.2. English as a typical SVO language
7.1.2.1. Prepositions rather than postpositions
7.1.2.2. Phrasal and clausal proforms (“so”)
7.1.2.3. Frequent use of passive
7.1.2.4. Frequent use of (modal) auxiliaries
7.1.2.5. Middle (between active and passive voice) expressed through pronouns
7.1.2.6. Sentence adverbials
7.1.2.7. Coordination is often accompanied by ellipsis
7.1.2.8. Frequent use of hypotaxis
7.1.2.9. Phonology: Closed syllables rather than open syllables
7.1.2.10. Morphophonology: Umlaut rather than vowel harmony
7.1.3. English as a strongly configurational language
    7.1.3.1. Rigidity of SVO order
    7.1.3.2. No discontinuity within VPs
    7.1.3.3. No discontinuity within NPs
    7.1.3.4. No discontinuity within PPs
    7.1.3.5. Few deviations from SVO
    7.1.3.6. Pro-VP
    7.1.3.7. Main vs. subordinate clauses: Distinction between conjunctions and adverbs
7.1.4. English as a predominantly right-branching language
    SVO, Preposition – NP, Determiner – Adjective - Noun
7.1.5. English as an inconsistent head-modifier order language
    7.1.5.1. Modifier – Head
        - Article – Noun: the toy
        - Adjective – Noun: high heels
        - Adverb – Adjective: deeply impressed
        - Adverb – Adverb: very much
        - Possessive Determiner – Noun: my shoes
    7.1.5.2. Head – Modifier
        - Antecedent – Relative Clause: the time I spent with them
        - Verb – Object: He saw the doctor.
        - Preposition – NP: behind the curtain
        - Question word – Clause: What is it about?
        - Comparison adjective – Comparison clause or NP: older than Mary (was)
7.1.6. English as an obligatory-subject language
7.1.6.1. No PRO-drop
7.1.6.2. Semantically empty subjects: It is raining.
7.1.6.3. Verbs of cognition, liking and experiencing require subject case
7.1.7. English as a functionally flexible language (“a soft-boundary language”)

7.1.7.1. Word class
   ADJ: a round table
   N: a new round of peace talks
   V: They rounded a bend.
   P: round the corner
   ADV: People were standing round.

7.1.7.2. Transitive vs. intransitive
   - Intransitive verbs used transitively
     The trees haven’t grown much. – She grows potatoes.
     You must run hard. – He runs a business.
     She walked home. – She walked the dog.
   - Transitive verbs used intransitively
     Ed was writing a letter. – Ed was writing.
     Pat was eating breakfast. – Pat was eating.
     Florian studied the article. – Florian studied.

7.1.7.3. Thematic roles of subject
   Prototypical case: Agent: Peter left the church.
   Non-prototypical cases: Location: The villa sleeps ten.
                            Time: Tomorrow will be closed in most places.
                            Instrument: This ad will sell us a lot of dog food.
                            Possessor: The car burst a tyre.
                            Source: The dead bird was dripping blood.

7.1.7.4. Voice
   He beat his wife. – He was beaten by his wife.

7.1.7.4.1. Possessive NPs
   the victory of the army – the defeat of the army
   the shooting of the prisoners

7.1.7.4.2. Verbs
   This report aims / is aimed at demonstrating the increasing incidence of cancer.
   Each of these claims has met / has been met with some criticism.
   Dialectal differences: They were heading (BE) / headed (AE) for disaster.

7.1.7.4.3. Participial adjectives
   a slanting line – a slanted line
   a well-behaved child
7.1.7.4.4. Compounding: honey bee – chocolate bar

7.1.7.4.5. Derivation: employer – employee

trainer – trainee

but: escapee, returnee, absentee

believable, likeable. but: suitable, perishable

7.1.7.4.6. Middle Verbs: The book sells well.

This word translates easily into German.

The door opened slowly.

7.1.8. English as a continuous language

Exceptions:

7.1.8.1. Progressive aspect, Passive Voice, Complex Tenses

7.1.8.2. Phrasal Verbs with transitive objects

He looked the word up in the dictionary.

He looked it up in the dictionary.

7.1.8.3. Comparison

Such communities are likely to be more linguistically conservative.

7.2. Word order other than basic

7.2.1. Premodifying adjectives: evaluative adjectives: fantastic, nice, awful

nominal adjectives: electrical engineer, marginal note

age/colour: a new/green painting

colour/participle: a grey/crumbling tower

participle/provenance: a crumbling/Chinese tower

general adjective/participle: a small/carved statue

Rule: general adjective – age – colour – participle – provenance N
e.g. an intricate old purple interlocking Chinese design

7.2.2. Complex Verb groups: He may have been being killed.

Modal tense voice aspect verb

7.3. Special constructions

7.3.1. Raising

7.3.1.1. Negation raising: I think John is not honest. – I don’t think John is honest.

7.3.1.2. Subject-to-subject raising: John seems to be ill. – It seems that John is ill.

7.3.1.3. Subject-to-object raising: I believe John to be ill. - I believe that John is ill.

7.3.1.4. Object-to-subject raising: Linguistics is boring to study. – It is boring to study linguistics.
7.3.2. Clefting

7.3.2.1. Cleft sentences: It is his callousness that I will ignore.

It’s Vicki who made the announcement.

It was yesterday that Pete flunked his orals.

7.3.2.2. Pseudoclefts: What I will ignore is his callousness.

What Robbie needs most is someone to talk to.

Here is where the accident took place.

7.3.3. Extraposition: To hear him curse shocked me. -> It shocked me to hear him curse.

You must find working here exciting. -> You must find it exciting working here.

7.3.4. Dislocation

7.3.4.1. Left-dislocation: Steve, he likes beans.

7.3.4.2. Right-dislocation: He nearly ran over me, that crazy bum.

7.4. Clause types

7.4.1. Survey

7.4.1.1. Declarative: I love her.

7.4.1.2. Imperative: Open the door. Be careful. Everybody stand still. You be careful.

7.4.1.3. Interrogative: Two types: wh-interrogative vs. yes/no interrogative

7.4.1.4. Exclamative: How well she sings!

Ambiguous: How much remains to be done? Or: How much remains to be done!

7.4.2. The relationship between clause types and discourse function

7.4.2.1. Interrogative functioning as imperative: Can you tell me what time it is.

7.4.2.2. Interrogative functioning as exclamative: Wasn’t it a marvellous concert!

Would you believe it!

7.4.2.3. Interrogative functioning as declarative: rhetorical questions: Would anyone be so stupid as to believe it!

7.4.2.4. Declarative functioning as imperative: It needs to be done. I want you to do it. You open the door.

7.4.2.5. Declarative functioning as interrogative: You’ve got the tickets?

7.5. Inversion and do-support

7.5.1. Do-support - in questions: Does he like squid?

- in negatives: I don’t like squid.

- in inversion: At no time did I leave the front door unlocked.

7.5.2. Inversion - in questions: Is he a good swimmer?
- in negatives (negated element fronted): At no time must the front door be left unlocked.
- in conditional clauses: Were we to withdraw our support, they would be indignant.

7.6. Verb complementation

Three options:

a) finite subordinate clause: Tests have proved that the system works.

b) infinitival clause: She ordered her guests to leave.

c) gerund clause (with or without preposition): She stopped him (from) leaving. She thanked her mother for staying.

Choice of complementation is partly semantically motivated.

- Different options create different meanings: He stopped smoking. - He stopped to light a cigarette.

- Different options but no meaning difference: I believe that he is an honest man. – I believe him to be an honest man.

Choice of complementation depends on verb type: Cognitive verbs: I think that it’s true.

7.7. Control: Subject vs. object control

a) I promised Cathy to be there on time/to help her out.

b) The traveller asked the innkeeper to wake him up at 5 o’ clock.

c) The coach promised the goalkeeper to be allowed to play the second halftime.

d) The traveller asked the innkeeper to be awaked at 5 o’ clock.

e) Johnny asked the teacher to go to the bathroom.

8. Semantics

8.1. No internal structure of semantic content of words

Bachelor: + human, + male, - married, (+ young)

Widower: + human, + male, wife deceased

Hierarchical approach fails: “to kill”: to cause somebody to become not alive
cause become not alive

Three problems: a) “kill” is not synonymous with “cause to be dead”
   b) the semantic components are not really semantic but lexical
   c) the structure is syntactic (like sentence structure) rather than semantic.

8.2. Categories and their internal structure

A robin is a bird.
A penguin is a bird.
A sparrow is a bird.
A turkey is a bird.
An ostrich is a bird.

The prototype structure of a lexical category: a structure of concentric circles

Applying this approach to the example at hand gives us:

This structure is valid for all linguistic categories, e.g. the category /t/ in phonology

/t/: a voiceless aspirated alveolar stop.
   - voiceless -> voiced, e.g. writer -> rider
   - aspirated -> unaspirated, e.g. in clusters with initial /s/, [t̚] “still”
   - alveolar -> dental, e.g. “eighth” [t̚]
   - stop -> affricate, e.g. utterance-finally “What“ [ts], as an ejective

8.3. The network structure of categories: Between-category structure

Organization on the horizontal and vertical axes

Horizontal axis: how are different categories on the same level related to one another?
Vertical axis: how are different categories on different levels related to one another?

Horizontal organization: categories shade into each other
Vertical organization: categories exist at different levels of abstraction

Superordinate level: furniture musical instrument vegetables
Basic level: chair guitar cabbage
Subordinate level: kitchen chair 12-string guitar red cabbage

8.4. Semantic relations
- synonymy: e.g. almost – nearly
- antonymy, e.g. thick – thin, young – old
- meronymy, e.g. wheel – car, finger – hand
- hyponymy/hyperonymy, e.g.

```
  tool
    hammer  saw  chisel  screwdriver

  sledgehammer  hacksaw  jigsaw
```

8.5. Word fields: e.g. The wordfield of laughter

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
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</tr>
</tbody>
</table>

1. Facial expression with a focus on lips
2. Positive attitude towards addressee
3. Sex of speaker (male: +)
4. Number of interactants (single: +)
5. Directionality (teleological: +, causal: -)
6. Intensity of contact (autistic: -)
7. Social rank of producer (superior: +)
Selective List of References


