

L113: Coursework II (graded)

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1 The frame semantics of “to leave”

The meaning of “leave” (verb only!) concerns a core meaning of change of position. However, according to Fillmore, different aspects (frames) of this exposure can be identified if we look at which logical participants in events and situations are present in each occurrence of “leave”. Your task in this exercise is to explore groups of “leave” occurrences according to these participants. This is called “frame semantics”. Consider the following occurrences of “leave”:

- **1a.** *Perhaps he left the key in the ignition.*
- **1b.** *She left her old ways behind.*
- **1c.** *Somewhere ahead they must have left their horses.*
- **1d.** *The film left me feeling numb and empty.*
- **1e.** *She left me her house.*
- **1f.** *My papa was a rolling stone, and the only thing he left us was alone.*
- **1g.** *Marie bought loads of cat food before she left, and she left it in the cupboard, so there’s plenty for him.*
- **1h.** *Leave it to me.*
- **1i.** *Part of him hankered after the poetic Victorian times when women died in childbirth at twenty leaving their partner free to get another young girl.*
- **1j.** *We cannot, therefore, leave it as an irreducible fact about different physical processes that they feel different.*
- **1k.** *Try wearing it belted over a pair of tailored trousers, for a smart look, or leaving it open over casual separates.*
- **1l.** *How much power the Lords should enjoy, I leave to the People of Ireland.*

- **1m.** *Leave for about 6 hours for the layers to fuse before cutting.*
- **1n.** *The emigration movement reached a peak in 1973 with 33,000 Jews leaving.*
- **1o.** *We left the rorbu and attacked one of the 1,000-metre peaks overlooking the village.*
- **1p.** *Shall I leave my spouse?*
- **1q.** *The sense of urgency, of anger, of relentless pursuit, did not leave him but he felt once more the bitterness of inadequacy.*
- **1r.** *Ex-major Lorenzo Peres, 37, tried in vain to persuade the Cuban authorities to let his wife and two children leave after he defected last year.*
- **1s.** *The first step to reducing this problem is to get your ground dug over and left fallow during the winter.*
- **1t.** *The dramatic events of Black Wednesday leave little chance of avoiding a quick revival of inflationary pressure.*
- **1u.** *One canon stipulated that the parish clergy were to avoid discussing predestination in their sermons, and leave the topic to bishops, deacons, and learned men.*
- **1v.** *I've always said he mustn't leave any marks that are too obvious.*
- **1w.** *They should be left to the collectors of Munros.*

Your tasks:

- Identify and describe the logical participants (thematic roles) in the events and situations centered around the different “leaving” sentences. What, if any, are the semantic restrictions on the participants?
- Group the sentences above into clusters according to their frames. If you find it helpful, you may use the “leave” frames from FrameNet for this task, although this is neither the only nor necessarily the best way of organising your ideas.
- The novelty of FrameNet is that it can generalise semantic frames across lexical items. Please find for each of your frames at least one other lexical item that realises that frame, and demonstrate this using (made up or corpus-based) example sentences. Correlate the logical participants in these sentences, so that they fit into your “leave” frames from above.
- Report your results on 3 pages
- Submission: Friday 22 November, 4pm