START OF QUIZ
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Question 1

Topic: Lecture 3
Source: Lecture 3

Explain how phrasal attachment errors produce ambiguity. (1)

Question 2

Topic: Lecture 2
Source: Lecture 2

Why do we not use accuracy to evaluate chunkers? Can you think of any other tasks where this might be as big (or bigger) of a problem? (1)

Question 3

Topic: Lecture 1
Source: Lecture 1

Write the parenthetic parse of the following sentence: "I will not eat green eggs and ham." (1)

Question 4

Topic: Lecture 3
Source: Lecture 3

In class, we discussed how CFGs do not explicitly allow for optionality in the grammar. How can we adapt our grammars to allow for optional elements? (1)

Question 5

Topic: Lecture 1
Source: Lecture 1

Describe why POS tagsets may need to differ depending on the language that we are parsing. (1)

Question 6

Topic: Lecture 4
Source: Lecture 4

Given two parse trees, calculate the PARSEVAL score. Also briefly describe whether any errors are "syntacto-semantic" errors (ie, an error that requires real-world knowledge to arrive at the correct parse). 1: (S (NP (DT The) (JJ quick) (JJ brown) (NN fox)) (VP (VBZ jumps) (PP (IN over) (NP (DT the) (JJ lazy) (NN dog))))) (2): (S (NP (NP (DT The) (NP (JJ quick) (NP (JJ brown) (NN fox))))) (VP (VBZ jumps) (PP (IN over) (NP (DT the) (JJ lazy) (NN dog)))))

Question 7

Topic: Lecture 4
Source: Lecture 4

Basque is an ”ergative-absolutive” language - instead of defining NPs with respect to labels such as ”subject” and ”direct object”, NPs are defined with respect to ”subject of a transitive verb” (ergative) or ”subject of an intransitive verb OR object of a transitive verb” (absolutive). Explain what features would need to be defined in such a grammar, and how they would interact (you can assume a similar SVO order as English). (2)

Question 8

Topic: Lecture 2
Source: Lecture 2

Do you think that we could do dependency parsing and a constituency-based task (such as chunking) at the same time? What features of the tasks might support each other (additive qualities), and which might make such a task more difficult (adversarial qualities)? (2)

Question 9

Topic: Long
Source: Lecture 4

Imagine you're building a tool to help second language learners of language X. You have a grammar of their first language (L1), and a grammar of the language they are trying to learn (X). How might you build a tool that learns how to translate a production from L1 into X? Describe any additional data or tools you might need, and the process you would use to learn a "production-translation grammar". Also explain how you could use this to create illustrative examples of how the syntax of language X works.

END OF QUIZ