START OF QUIZ
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Question 1

Topic: Lecture 4
Source: Lecture 4

We didn't talk about it in class, but how do you think a parenthetic clause (where an explanatory or tangential clause is inserted into another) might be accounted for in a CFG or feature grammar? You can assume that it works similarly for all different types of phrases. (1)

Question 2

Topic: Lecture 3
Source: Lecture 3

Explain how phrasal attachment errors produce ambiguity. (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 1
Source: Lecture 1

Why does the substitution test work for identifying constituents? Do you think there are any constraints on what can be substituted? Explain briefly. (1)

Question 5

Topic: Lecture 3
Source: Lecture 3

Explain why the following rule is not valid in a CFG: NP VB -> DT NN VB (1)

Question 6

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 7

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 8

Topic: Lecture 2
Source: Lecture 2

Imagine you're working on analysing customer feedback, and your boss wants you to identify the most common complaints. How might you use your parsing knowledge to automate and distill the most common complaints? You can assume that complaints have already been labeled with the product they are complaining about. You can also assume that just sorting the frequency of tokens is going to be insufficient. (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