START OF QUIZ
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Academic honesty is essential to the continued functioning of the University of British Columbia as an institution of higher learning and research. All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow the appropriate policies, principles, rules, and guidelines of the University with respect to academic honesty may result in disciplinary action.

I agree that all answers provided are in my own words, and that I will not discuss the contents of this quiz with any of my fellow students until after the exam period has completed for everyone. Furthermore, any response that used generative AI tools has been rephrased into my own interpretation, and has been appropriately cited.

Signature: _____

Question 1

Topic: Lecture 4
Source: Lecture 4

Why is a feature grammar still considered context-free (or nearly so) in many implementations, despite being more expressive than a plain CFG? (1)

Question 2

Write the parenthetic parse of the following sentence: "Have fun storming the castle!" (1)

Question 3

Topic: Lecture 1
Source: Lecture 5

Some languages (such as Mandarin, Japanese, and Yoruba) do not separate adjectives and verbs as clearly as English. Why might this pose a challenge for designing a POS tagset, especially given assumptions we've discussed in class? (1)

Question 4

Topic: Lecture 4
Source: Lecture 4

Imagine that you are a comedian writing jokes. How might you use an automatic parser to help you find material? Briefly explain. (1)

Question 5

In class, every example we had was well-tokenized, but there are parsing cues within the shape of the word (its morphology). Briefly explain how a parser could leverage this, with an example. (1)

Question 6

Imagine that you're working with a copy-editor to tighten the prose of prospective novels. How might you use parsers to identify places where you can "trim the fat" without being too aggressive? (2)

Question 7

Clitics are a special type of syntactic headache. Unlike affixes, which attach at the word level, clitics can attach at the phrase level. For example: "The man who saw the bird's camera was not quick enough." or "Those of us who lived through the '90s've experienced a world without the internet." Explain why phrase-level clitic attachment is problematic for a CFG, and discuss how (if at all) a CFG could be adapted to model this behavior. (2)

Question 8

Post-positive adjectives are adjectives that occur after the noun phrase they are modifying (such as "attorney/surgeon general", "somewhere nice", "nothing important"). Given that they tend to occur in set phrases, do you think it would be better to write a general class of PostAdj, and create PostAdj phrases in a CFG, or just list them as valid NPs (ie, NP = surgeon general)? Discuss the pros and cons of either decision. (2)

Question 9

Topic: Long
Source: Lecture 2

When learning a language (whether an L1 or L2), speakers often make grammatical mistakes, but are still understandable by other speakers. What do you think this says about the role of syntax in language, and how do you think it could help us create more robust language recognition systems? (3)

END OF QUIZ