

START OF QUIZ

Student ID:

94388105,Shantz,Nicole

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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

Briefly describe “fence-posting”, and why it’s useful for parsing evaluation. (1)

Question 2

Topic: Lecture 2

Source: Lecture 2

If you had a cascaded pipeline of constituency and dependency parsers, which would you run first? What are the risks of getting it backwards? (1)

Question 3

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 4

Topic: Lecture 1

Source: Lecture 5

Write the parenthetical parse of the following sentence: “You will go to the Dagobah system.”(1)

Question 5

Topic: Lecture 1

Source: Lecture 5

English is an SVO (Subject-Verb-Object) language, but only most of the time. Can you think of an example where this order is violated? Why do you think this doesn't confuse speakers of English? (1)

Question 6

Topic: Lecture 3

Source: Lecture 3

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 7

Topic: Lecture 3

Source: Lecture 3

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

Topic: Lecture 2

Source: Lecture 2

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 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), a grammar of the language they are trying to learn (X), and a parallel corpus of L1-X sentences. How might you use this data to learn a new grammar that translates the syntax of L1 into the syntax of X, for the purpose of creating educational tools that will help the language learner associate features of X with their L1? (For example, a French-English grammar might have something like NP \rightarrow NN JJ : NP \rightarrow JJ NN). (3)

END OF QUIZ