

# Course on Artificial Intelligence and Intelligent Systems

## Examples and exercises for DCG, syntax analysis and discourse comprehension

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### 1 First DCG

The following program is copied from [1] and shows a DCG without extra arguments. Available on file `dcg1`.

```
np --> det,n.

vp --> v,np.
vp --> v.

det --> [the].
det --> [a].

n --> [woman].
n --> [man].

v --> [shoots].
```

### 2 Adding extra arguments

The following program is copied from [1] and shows a DCG with extra arguments in order to describe how `he-him` and `she-her` should be applied correctly. Available on file `dcg2`.

```
s --> np(subject),vp.

np(_) --> det,n.
np(X) --> pro(X).

vp --> v,np(object).
```

```

vp    --> v.

det   --> [the].
det   --> [a].

n     --> [woman].
n     --> [man].

pro(subject) --> [he].
pro(subject) --> [she].
pro(object)  --> [him].
pro(object)  --> [her].

v --> [shoots].

```

### Exercise 1

The grammar should be extended so that it includes plural-singular distinction. The grammar above has only singular, so to make it interesting, add the following:

- nouns **men**, **women**,
- pronouns **they**, **them**,
- verb **shoot**.

You will need to add an extra argument to some of the nonterminals to hold the number which should be one of **sing**, **plu** (for singular and plural).

Write the grammar in such a way that it only accepts grammatical correct sentences such as “the women shoot the men”, “she shoots the man”, but not “she shoot the man”.

Implement it on the computer and test it.

### Exercise 2

Extend the grammar so that it will accept sentences such as the following.

*He shoots her with a water pistol.*

*A woman shoots him with a gun.*

NB: It is suggested that you write the grammar so that you can accept any **np** after **with**. So, for example, the following sentence will be syntactically legal although semantically problematic.

*The water pistol shoots the gun with a woman.*

### 3 Adding extra conditions

The following little grammar describes the command language for a little robot that can walk along a straight line. The grammar uses the curly-bracket notation in order to assign a “meaning” to a command sequence, which is the final position of the robot (assuming that it starts at position 0).

Curly brackets are useful for conditions that cannot be expressed in an easy way using unification of arguments only.

The grammar is available at file `trip`. Notice that there are two nonterminals called `trip`, but they differ in the number of arguments.

```
trip(To) --> trip(0,To).
```

```
trip(Here,Here) --> [].
```

```
trip(From,To) -->
  step(HowMuch),
  {NewFrom is From + HowMuch},
  trip(NewFrom,To).
```

```
step(1) --> [forward].
```

```
step(-1) --> [back].
```

```
step(0) --> [think].
```

The following shows a query and answer for this grammar.

```
?- phrase(trip(N), [forward,forward,think,back,think,forward,forward]).
N = 3
```

#### Exercise 2

Calculate by hand how the Prolog system got to this answer in the example above.

#### Exercise 3

The robot in the example above is now modified so that it walks in a 2D space. Extend the command language in the previous example with commands `up` and `down`, and (using two arguments, one for  $x$  and one for  $y$  coordinates) modify the grammar so that it determines the final position in the 2D space.

### 4 On possible worlds and abduction

Here we consider, in an informal way, the Meaning-In-Context model described in [3].

The next exercise fit fine for a small programming project, but it is too time-consuming to be solved as such in the class.

The idea is to discuss possible solutions and to understand the idea of possible worlds and interpretation as abduction (from an intuitive point of view).

We give a simplistic exercise following, which involves implementation by few lines of code.

#### Exercise 4

Let us consider again the shooting language and to make it simple, we assume to begin with that all sentences refer to named persons (no pronouns for now), and that a person is uniquely identified by that name. Let us assume that the following persons can be talked about, *Lucky Luke*, *Joe Dalton*, *Jack Dalton*, *William Dalton*, *Averell Dalton*, *Calamity Jane*, and **Ma Dalton**.

We consider discourses about shooting incidents, reported in the order in which they have occurred. The set of worlds that we consider, corresponds to all worlds in which we can imagine for Lucky Luke comics. However, for simplicity it is assumed that an incident of shooting is fatal for the one being shot at.

Notice that this example includes a notion of time which may make the terminology a bit difficult. So when we here refer to a “possible world”, it is not only the state-of-affairs at a specific moment, but it includes a history of all past and future events. (Probably the people who invented the term “possible worlds” were thinking of static worlds, but the concept is also applied for dynamic worlds as well.)

It may be useful to assume a clock so that first sentence describes an incident at time 0, the next sentence an incident at time 1, etc.

#### Question 4.1

What sort of context facts (i.e., “abducibles”) will be relevant for analysis of discourses in the indicated language?

NB: You may give a preliminary answer and go back and revise it when you continue with the following questions.

#### Question 4.1

Describe the contexts (i.e., set of context facts, i.e., set of abducibles) of possible worlds after each of the following discourses.

- The empty discourse, i.e., nothing has been said. (Leading hint: You cannot assume that someone is alive due to lack of reports of the opposite.)
- *Lucky Luke shoots Jack Dalton.*
- *Lucky Luke shoots Jack Dalton. Joe Dalton shoots Ma Dalton.*
- *Lucky Luke shoots Joe Dalton. Joe Dalton shoots Ma Dalton. Joe Dalton shoots Lucky Luke.*

#### Question 4.2

Write down the integrity constraints you used (explicitly or implicitly) when answering the previous questions. (It is OK to write them down in everyday language).

### Question 4.3

Pronoun resolution is a difficult matter which is problematic not only in computer systems for language processing but also for humans. We recall that pronouns are words such as “he”, “him”, “her”, etc., and *pronoun resolution* is a matter of finding out which individual a specific occurrence of, say, “he” refers to.

You need not consider any smart way of implementing this for this question, and it can be answered by reasoning in an informal way. We will assume only one thing, namely that an individual needs to be mentioned at least once in a discourse before he-or-she can be referred to later in the discourse.

Your task is here similar to the previous question, except that you should make the analysis of discourses in an extended language which includes pronouns.

Describe the contexts (i.e., set of context facts, i.e., set of abducibles) of possible worlds after each of the following discourses. Explain also how you resolved the pronouns.

- *Lucky Luke shoots Jack Dalton. He shoots Joe Dalton.*
- *Lucky Luke shoots Jack Dalton. Joe Dalton shoots Calamity Jane. He shoots Ma Dalton.*
- *Lucky Luke shoots Joe Dalton. Averell Dalton shoots Lucky Luke. He shoots Calamity Jane.*
- *Joe Dalton shoots Lucky Luke. He shoots him.*

## 5 Assumptions for pronoun resolution

Let us recall the the following definition for assumptions taken from [2].

+h(a)	Assert linear assumption for subsequent proof steps. Linear means “can be used once”.
*h(a)	Assert intuitionistic assumption for subsequent proof steps. Intuitionistic means “can be used any number of times”.
-h(X)	Expectation: consume/apply existing int. assumption.
=+h(a), =*h(X), =-h(X)	Timeless versions of the above, meaning that order of assertion of assumptions and their application or consumption can be arbitrary.

The exercise below needs only the standard versions (non-timeless) but we will show an example from [2] using the timeless ones. Timeless assumptions make it possible to refer forwards into the discourse, and are useful for many things, including ellipsis and coordination.

The discourse “*Peter likes and Mary hates Martha*” contains two coordinating sentences in the sense that the first incomplete one takes its object from the second one. This can be described by having an incomplete sentence put forward a timeless expectation that may be satisfied by a later assumption produced by a complete sentence; the following two grammar rules are sufficient.

$\text{sentence}(s(A,V,B)) \dashrightarrow \text{np}(A), \text{verb}(V), \text{np}(B), \{=*obj(B)\}.$   
 $\text{sentence}(s(A,V,B)) \dashrightarrow \text{np}(A), \text{verb}(V), [\text{and}], \{=-obj(B)\}.$

In this form, we used an argument to represent the “meaning” of a phrase and not abducibles as we have discussed. The following form would also work, provided `s/3` is considered to be an abducible.

```
sentence --> np(A), verb(V), np(B), {=*obj(B), s(A,V,B)}.
sentence --> np(A), verb(V), [and], {=-obj(B), s(A,V,B)}.
```

## Exercise 5

Consider the following grammar for a highly simplified version of the shooting language. It is given as a source file, `dcg3` which includes a collection of extra machinery that implements the correct behaviour of assumptions and expectations. *You are not expected to understand the implementation of assumptions, and you are advised not to look at the code.*

Now we use a new nonterminal called `discourse` which is defined directly as a sequence of sentences `ss`. In case of a pronoun it does not do anything smart at all, but simply recognizes the referred individual as `anonymous`. Sentence meanings are emitted as abducibles `event/3`.

```
....
constraints
    ....

    event/3. % abducibles; example: event(shooting,maDalton,luckyLuke)

discourse --> ss.
ss      --> []. % ss stands for sentenceS
ss      --> s, ss.

s       --> np(_,Who), [shoots], np(_,Whom),
           {event(shooting,Who,Whom)}.

np(Gender,Who) --> pro(Gender,Who).
np(Gender,Who) --> name(Gender,Who).

name(masc,luckyLuke)      --> [luckyLuke].
name(masc,joeDalton)      --> [joeDalton].
name(masc,jackDalton)     --> [jackDalton].
name(masc,williamDalton)  --> [williamDalton].
name(masc,averellDalton)  --> [averellDalton].
name(fem,calamityJane)    --> [calamityJane].
name(fem,maDalton)       --> [maDalton].

pro(masc,anonymous) --> [he].
pro(fem,anonymous)  --> [she].
pro(masc,anonymous) --> [him].
pro(fem,anonymous)  --> [her].

.....
```

The following example shows queries and answers corresponding to language analyses with this grammar.

```
?- phrase(discourse, [luckyLuke,shoots,calamityJane]).
event(shooting,luckyLuke,calamityJane) ?
```

```
?- phrase(discourse, [luckyLuke,shoots,calamityJane, he,shoots,maDalton]).
event(shooting,luckyLuke,calamityJane),
event(shooting,anonymous,maDalton) ? ;
```

Intuitively, the `anonymous` in the last `event` should have been `luckyLuke`. Your task is to extend this grammar with assumptions so that we get the expected answer; as above, it is only possible to refer to individuals already mentioned in the discourse. (You can use assumptions directly within curly-bracket notation without any extra declarations that those given already in the file).

For the solution to this exercise, it is not expected that you prevent dead character from shooting.

## 6 Programming project (not expected to be done by all students!)

Here we describe a possible programming project which should not be solved in the class but can be selected for the written assignment (details on what is expected for the solution will be described elsewhere).

The task is to write a more complete version of a grammar for the shooting language which performs a discourse analysis with integrity constraints. The grammar should include the following aspects:

- distinction of pronouns `he-him` and similar depending on subject or object position,
- abducibles for `event` that include a time stamp,<sup>1</sup>
- abducibles for `dead` and `alive` which include also time stamps, so that you can write ...
- integrity constraints that prevent dead people from shooting, and
- pronoun resolution for singular pronouns.

It is suggested that you avoid language constructions such as “... *with a water pistol*”.

The aspects listed below may or may not be included, but you are strongly advised to wait adding these things until you have finished and documented a solution that includes the above. It is not required that you include any of these additional aspects, but here they are given for inspiration. They are given in order of (expected) difficulty.

- Add plural pronouns `they` and `them` and adjust the grammar so that pronoun resolution works in a reasonable way. (NB: You will likely not produce a solution that always produces the intuitively correct results.)

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<sup>1</sup>Ask your teacher for a hint in how to implement the time.

- Extend with nps of the form [a,man] and [a,woman] (using rules with det as shown in sections 1 and 2. You may resolve those in the same way as the pronouns, but you may also try to experiment with ways to refer forward.
- Encode in some ways, a preference so that he will refer to the most recently mentioned male character who is alive, and similarly for other references. It may be that [a,man] refers to forward to the closest relevant male person, and [the,man] backwards in a similar way.<sup>2</sup>

## References

- [1] Patrick Blackburn, Johan Bos, and Kristina Striegnitz. Learn Prolog Now!, 2005. Online document, <http://www.coli.uni-saarland.de/~kris/learn-prolog-now/>; also available as pdf, <http://www.coli.uni-saarland.de/~kris/learn-prolog-now/html/prolog-notes.pdf>
- [2] H. Christiansen and V. Dahl. HYPROLOG: a new approach to logic programming with assumptions and abduction. In Maurizio Gabbrielli and Gopal Gupta, editors, *Proceedings of Twenty First International Conference on Logic Programming (ICLP 2005)*, Lecture Notes in Computer Science, 2005. To appear.
- [3] H. Christiansen and V. Dahl. Meaning in Context. In Anind Dey, Boicho Kokinov, David Leake, and Roy Turner, editors, *Proceedings of Fifth International and Interdisciplinary Conference on Modeling and Using Context (CONTEXT-05)*, volume 3554 of *Lecture Notes in Artificial Intelligence*, pages 97–111, 2005.

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<sup>2</sup>You should ask your teacher for a hint or two if you try to wrestle with preferences in CHR!