

Montague Grammar

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Overview

- Introduction
- Type Theory
- A Montague-Style Grammar
- Scope Ambiguities
- Summary

Introduction

- The basic assumption underlying Montague Grammar is that the meaning of a sentence is given by its truth conditions.
 - “Peter reads a book” is true iff Peter reads a book
- Truth conditions can be represented by logical formulae
 - “Peter reads a book” $\rightarrow \exists x(\text{book}(x) \wedge \text{read}(p^*, x))$
- Indirect interpretation:
 - natural language \rightarrow logic \rightarrow models

Compositionality

- An important principle underlying Montague Grammar is the so called “principle of compositionality”

The meaning of a complex expression is a function of the meanings of its parts, and the syntactic rules by which they are combined (Partee & al, 1993)

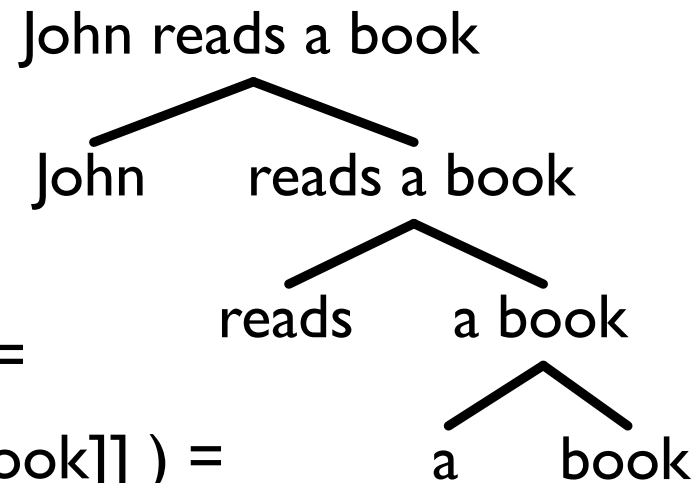
Compositionality

[[John reads a book]] =

$C_1([[\text{John}]], [[\text{reads a book}]]) =$

$C_1([[\text{John}]], C_2([[\text{reads}]], [[\text{a book}]])) =$

$C_1([[\text{John}]], C_2([[\text{reads}]], C_3([[\text{a}]], [[\text{book}]])))$



Representing Meaning

- First order logic is in general not an adequate formalism to model the meaning of natural language expressions.
- Expressiveness
 - “John is an intelligent student” \Rightarrow $\text{intelligent}(j^*) \wedge \text{stud}(j^*)$
 - “John is a good student” \Rightarrow $\text{good}(j^*) \wedge \text{stud}(j^*)$??
 - “John is a former student” \Rightarrow $\text{former}(j^*) \wedge \text{stud}(j^*)$???
- Representations of noun phrases, verb phrases, ...
 - “is intelligent” \Rightarrow $\text{intelligent}(\cdot)$?
 - “every student” \Rightarrow $\forall x(\text{student}(x) \Rightarrow \cdot)$???

Type Theory

- First order logic provides only n-ary first order relations, which is insufficient to model natural language semantics.
- Type theory is more expressive and flexible – it provides higher-order relations and functions of different kinds.
- Some type theoretical expressions
 - “John is a good student” \Rightarrow $\text{good}(\text{student})(j^*)$
 - “is intelligent” \Rightarrow intelligent
 - “every student” $\Rightarrow \lambda P \forall x (\text{student}(x) \Rightarrow P(x))$

Types

- A set of basic types, for instance $\{e, t\}$
 - e is the type of individual terms (“entity”)
 - t is the type of formulas (“truth value”)
- The set T of types is the smallest set such that
 - if σ is a basic type, then σ is a type
 - if σ, τ are types, then $\langle \sigma, \tau \rangle$ is a type
- The type $\langle \sigma, \tau \rangle$ is the type of functions that map arguments of type σ to values of type τ .

Some Example Types

- One-place predicate constant: sleep, walk, student, ...
 - $\langle e, t \rangle$
- Two-place relation: read, write, ...
 - $\langle e, \langle e, t \rangle \rangle$
- Attributive adjective: good, intelligent, former, ...
 - $\langle \langle e, t \rangle, \langle e, t \rangle \rangle$

Vocabulary

- Pairwise disjoint, possibly empty sets of non-logical constants:
 - Con_τ , for every type τ
- Infinite and pairwise disjoint sets of variables:
 - Var_τ , for every type τ
- Logical constants:
 - $\forall, \exists, \wedge, \neg, \dots, \lambda$

Syntax

- For every type τ , we define the set of meaningful expressions ME_{τ} as follows:
 - $Con_{\tau} \subseteq ME_{\tau}$ and $Var_{\tau} \subseteq ME_{\tau}$, for every type τ
 - If $\alpha \in ME_{\langle\sigma, \tau\rangle}$ and $\beta \in ME_{\sigma}$, then $\alpha(\beta) \in ME_{\tau}$.
 - If $A, B \in ME_t$, then so are $\neg A$, $(A \wedge B)$, $(A \Rightarrow B)$, ...
 - If $A \in ME_t$, then so are $\forall xA$ and $\exists xA$, where x is a variable of arbitrary type.
 - If α, β are well-formed expressions of the same type, then $\alpha = \beta \in ME_t$.
 - If $\alpha \in ME_{\tau}$ and $x \in Var_{\sigma}$, then $\lambda x\alpha \in ME_{\langle\sigma, \tau\rangle}$.

Some Examples

- “John works.”

$$\frac{j^* \in ME_e \quad \text{work} \in ME_{\langle e, t \rangle}}{\text{work}(j^*)}$$

- “Every student works.”

$$\frac{\text{every} \in ME_{\langle \langle e, t \rangle, \langle \langle e, t \rangle, t \rangle} \quad \text{student} \in ME_{\langle e, t \rangle}}{\frac{\text{every}(\text{student}) \in ME_{\langle \langle e, t \rangle, \langle \langle e, t \rangle, t \rangle} \quad \text{work} \in ME_{\langle e, t \rangle}}{\text{every}(\text{student})(\text{work}) \in ME_t}}$$

Semantics

- Let U be a non-empty set of entities. For every type τ , the domain of possible denotations D_τ is given by
 - $D_e = U$
 - $D_t = \{0, 1\}$
 - $D_{\langle\sigma, \tau\rangle} =$ the set of functions from D_σ to D_τ
- A model structure is a structure $M = (U_M, V_M)$
 - U_M is a non-empty set of individuals
 - V_M is a function that assigns every non-logical constant of type τ an element of D_τ .
- Variable assignment $g: \text{Var}_\tau \rightarrow D_\tau$

Semantics

- Let M be a model structure and g a variable assignment
 - $[[\alpha]]^{M,g} = V_M(\alpha)$, if α is a constant
 - $[[\alpha]]^{M,g} = g(\alpha)$, if α is a variable
 - $[[\alpha(\beta)]]^{M,g} = [[\alpha]]^{M,g}([[\beta]])^{M,g}$
 - $[[\neg\varphi]]^{M,g} = 1$ iff $[[\varphi]]^{M,g} = 0$
 - $[[\varphi \wedge \psi]]^{M,g} = 1$ iff $[[\varphi]]^{M,g} = 1$ and $[[\psi]]^{M,g} = 1$, etc.
 - $[[\exists v\varphi]]^{M,g} = 1$ iff there is $a \in D_T$ such that $[[\varphi]]^{M,g[v/a]} = 1$
 - $[[\forall v\varphi]]^{M,g} = 1$ iff for all $a \in D_T$, $[[\varphi]]^{M,g[v/a]} = 1$
 - $[[\alpha = \beta]]^{M,g} = 1$ iff $[[\alpha]]^{M,g} = [[\beta]]^{M,g}$

Semantics of λ -Expressions

- Let M be a model structure and g a variable assignment
 - If $\alpha \in ME_{\tau}$ and $v \in \text{Var}_{\sigma}$, then $[[\lambda v \alpha]]^{M,g}$ is that function f from D_{σ} to D_{τ} such that for any $a \in D_{\sigma}$, $f(a) = [[\alpha]]^{M,g[v/a]}$
- “Syntactic shortcut:” β -reduction
 - $(\lambda x \varphi)(\psi) \equiv \varphi[\psi/x]$
 - if all free variables in ψ are free for x in φ
 - A variable y is free for x in φ if no free occurrence of x in ψ is in the scope of a $\exists y, \forall y, \lambda y$

Noun Phrases

- “John works” \rightarrow $\text{work}(j^*)$
- “A student works.” \rightarrow $\exists x(\text{student}(x) \wedge \text{work}(x))$
- “Every student works.” \rightarrow $\forall x(\text{student}(x) \Rightarrow \text{work}(x))$
- “John and Mary work.” \rightarrow $\text{work}(j^*) \wedge \text{work}(m^*)$

Noun Phrases

- Using λ -abstraction, noun phrases can be given a uniform interpretation as “generalized quantifiers”
 - “John” $\rightarrow \lambda P.P(j^*)$
 - “A student” $\rightarrow \lambda P \exists x(\text{student}(x) \wedge P(x))$
 - “Every student” $\rightarrow \lambda P \forall x(\text{student}(x) \Rightarrow P(x))$
 - “John and Mary” $\rightarrow \lambda P.P(j^*) \wedge P(m^*)$

Noun Phrases

- “John works”

$$\frac{\lambda P.P(j^*) \in ME_{\langle\langle e, t \rangle, t \rangle} \quad work \in ME_{\langle e, t \rangle}}{(\lambda P.P(j^*))(work) \in ME_t}$$
$$\frac{}{work(j^*) \in ME_t}$$

- “Every student works.”

$$\frac{\lambda P \forall x(\text{student}(x) \Rightarrow P(x)) \in ME_{\langle\langle e, t \rangle, t \rangle} \quad work \in ME_{\langle e, t \rangle}}{(\lambda P \forall x(\text{student}(x) \Rightarrow P(x)))(work) \in ME_t}$$
$$\frac{}{\forall x(\text{student}(x) \Rightarrow work(x)) \in ME_t}$$

Determiners

- Determiners like “a,” “every,” “no” denote higher order functions taking (denotations of) common nouns and return a higher order relation.

– “every” $\rightarrow \lambda P \lambda Q \forall x (P(x) \Rightarrow Q(x))$

– “some” $\rightarrow \lambda P \lambda Q \exists x (P(x) \wedge Q(x))$

– “no” $\rightarrow \lambda P \lambda Q \neg \exists x (P(x) \wedge Q(x))$

- “Every student”

$$\frac{\lambda P \lambda Q \forall x (P(x) \Rightarrow Q(x)) \quad \text{student}}{\frac{(\lambda P \lambda Q \forall x (P(x) \Rightarrow Q(x)))(\text{student})}{\lambda Q \forall x (\text{student}(x) \Rightarrow Q(x))}}$$

A Montague-Style Grammar for a Fragment of English

Syntactic Component

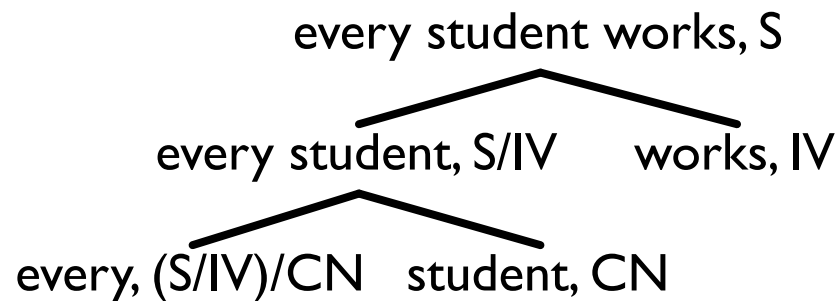
- Montague Grammar is based upon (a particular version of) categorial grammar.
- The set of categories is the smallest set such that
 - S, IV, CN are categories
 - If A, B are categories, then A/B is a category
- Some categories
 - IV/T [= TV] transitive verbs
 - S/IV [= T] terms (= noun phrases)
 - T/CN determiners

Lexicon

- For each category A , we assume a possibly empty set B_A of basic expressions of category A .
- For instance
 - $B_T = \{ \text{John, Mary, he}_0, \text{he}_1, \dots \}$
 - $B_{CN} = \{ \text{student, man, woman, } \dots \}$
 - $B_{IV} = \{ \text{sleep, work, } \dots \}$
 - $B_{IV/T} = \{ \text{read, } \dots \}$
 - $B_{T/CN} = \{ \text{a, every, no, the, } \dots \}$

Syntactic Rules (Simplified)

- General rule schema:
 - $B_A \subseteq P_A$
 - If $\alpha \in P_A$ and $\delta \in P_{B/A}$, then $\delta\alpha \in P_B$
- “Every student works”



Translation into Type Theory

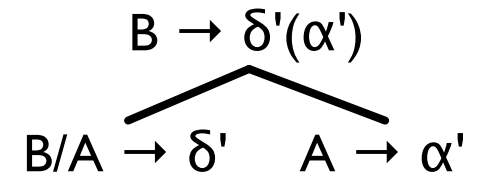
- A translation of natural language into type theory is a homomorphism that assigns each $\alpha \in P_A$ an $\alpha' \in ME_{f(A)}$
- f maps categories to types as follows
 - $f(S) = t$
 - $f(CN) = f(IV) = \langle e, t \rangle$
 - $f(A/B) = \langle f(B), f(A) \rangle$

Translation: Lexical Categories

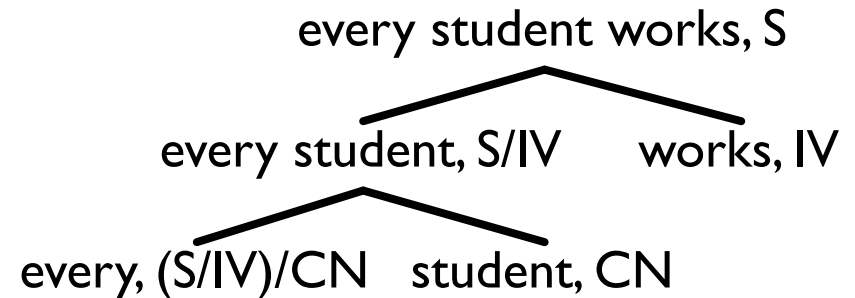
- “John” $\rightarrow \lambda P.P(j^*)$
- “every” $\rightarrow \lambda P\lambda Q\forall x(P(x) \Rightarrow Q(x))$
- “a” $\rightarrow \lambda P\lambda Q\exists x(P(x) \wedge Q(x))$
- “student” \rightarrow student
- “book” \rightarrow book
- “works” \rightarrow work
- ...

Translation: Phrasal Categories

- Syntactic rule:
 - If $\alpha \in P_A$ and $\delta \in P_{B/A}$, then $\delta\alpha \in P_B$
- Corresponding translation rule:
 - If $\alpha \rightarrow \alpha'$, $\delta \rightarrow \delta'$, then $\delta\alpha \rightarrow \delta'(\alpha')$



“Every student works”

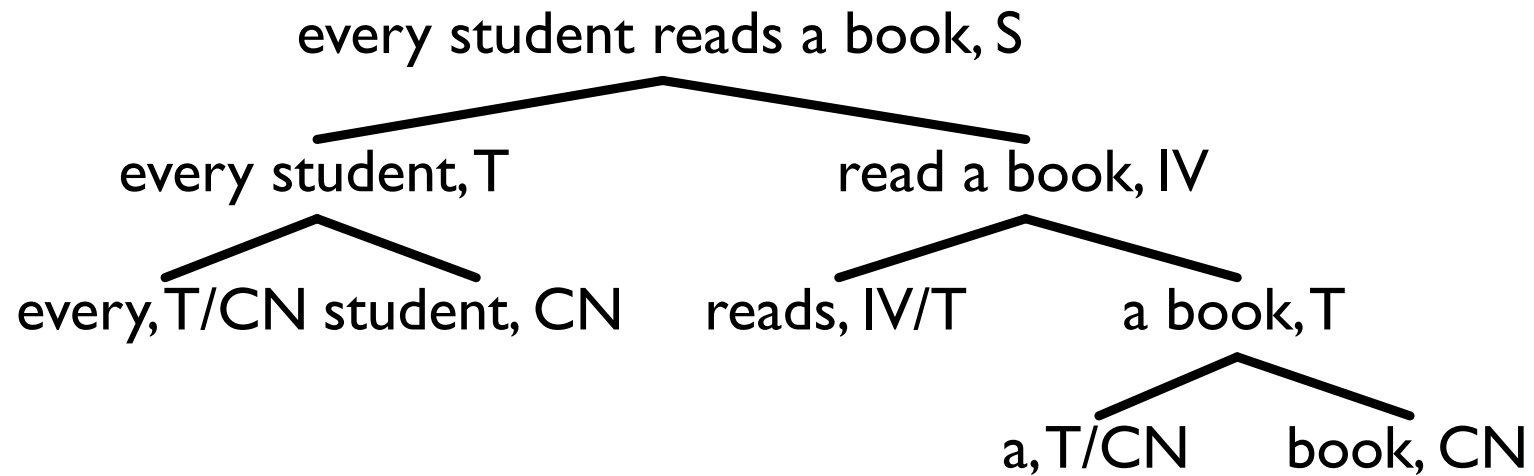


- “every” $\rightarrow \lambda P \lambda Q \forall x (P(x) \Rightarrow Q(x))$
- “student” \rightarrow student
- “every student” $\rightarrow \lambda P \lambda Q \forall x (P(x) \Rightarrow Q(x))(\text{student})$
 $= \lambda Q \forall x (\text{student}(x) \Rightarrow Q(x))$
- “every student works” $\rightarrow \lambda Q \forall x (\text{student}(x) \Rightarrow Q(x))(\text{work})$
 $= \forall x (\text{student}(x) \Rightarrow \text{work}(x))$

Transitive Verbs

- Transitive verbs have category IV/T (= IV/(S/IV)), the corresponding type is $\langle\langle e, t \rangle, t \rangle, \langle e, t \rangle$
- On the other hand, transitive verbs like “read,” “present,” ... denote a two-place first order relation (type $\langle e, \langle e, t \rangle \rangle$)
 - “John reads a book” $\rightarrow \exists y(\text{book}(y) \wedge \text{read}(y)(j^*))$
- “read” $\rightarrow \lambda Q \lambda x. Q(\lambda y. \text{read}^*(y)(x))$
 - $\text{read}^* \in ME_{\langle e, \langle e, t \rangle \rangle}$

“Every student reads a book”



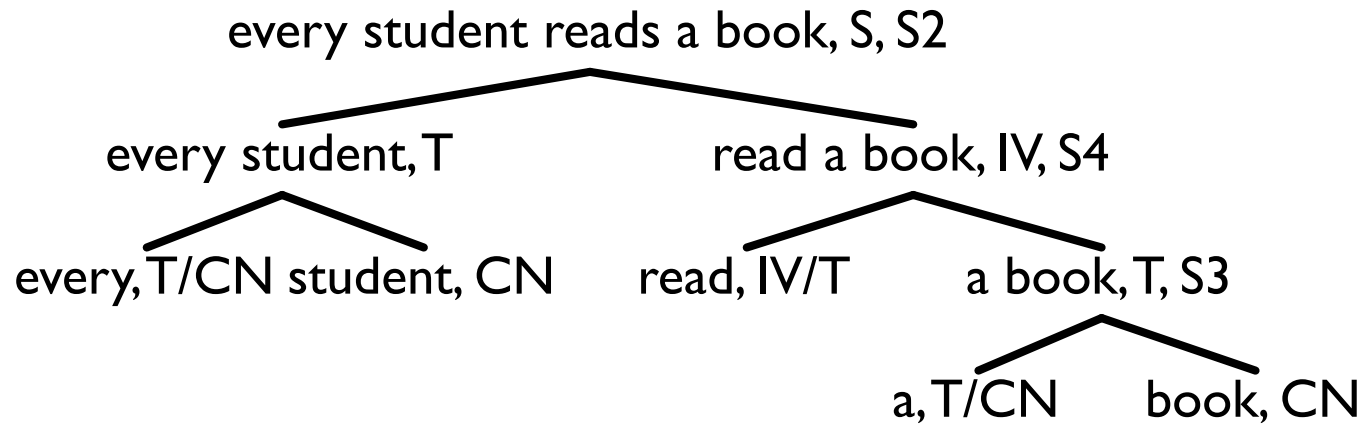
“Every student reads a book”

- “a book” $\rightarrow \lambda P \exists z(\text{book}(z) \wedge P(z))$
- “reads” $\rightarrow \lambda Q \lambda x.Q(\lambda y.\text{read}^*(y)(x))$
- “reads a book”
 - $\rightarrow \lambda Q \lambda x.Q(\lambda y.\text{read}^*(y)(x))(\lambda P \exists z(\text{book}(z) \wedge P(z)))$
 - $\rightarrow \lambda x.\lambda P \exists z(\text{book}(z) \wedge P(z))(\lambda y.\text{read}^*(y)(x))$
 - $\rightarrow \lambda x.\exists z(\text{book}(z) \wedge (\lambda y.\text{read}^*(y)(x))(z))$
 - $\rightarrow \lambda x.\exists z(\text{book}(z) \wedge \text{read}^*(z)(x))$
- “every student reads a book”
 - $\rightarrow \lambda P \forall w(\text{student}(w) \Rightarrow P(w))(\lambda x.\exists z(\text{book}(z) \wedge \text{read}^*(z)(x)))$
 - $\rightarrow \forall w(\text{student}(w) \Rightarrow \exists z(\text{book}(z) \wedge \text{read}^*(z)(w)))$

Scope

- Sentences with multiple scope bearing operators – e.g., quantified noun phrases or negations – are often ambiguous.
- “Every student reads a book”
 - $\forall x(\text{student}(x) \Rightarrow \exists y(\text{book}(y) \wedge \text{read}(y)(x)))$
 - $\exists y(\text{book}(y) \wedge \forall x(\text{student}(x) \Rightarrow \text{read}(y)(x)))$
- “Every student did not pay attention”
 - $\forall x(\text{student}(x) \Rightarrow \neg \text{pay attention}(x))$
 - $\neg \forall x(\text{student}(x) \Rightarrow \text{pay attention}(x))$

The Problem

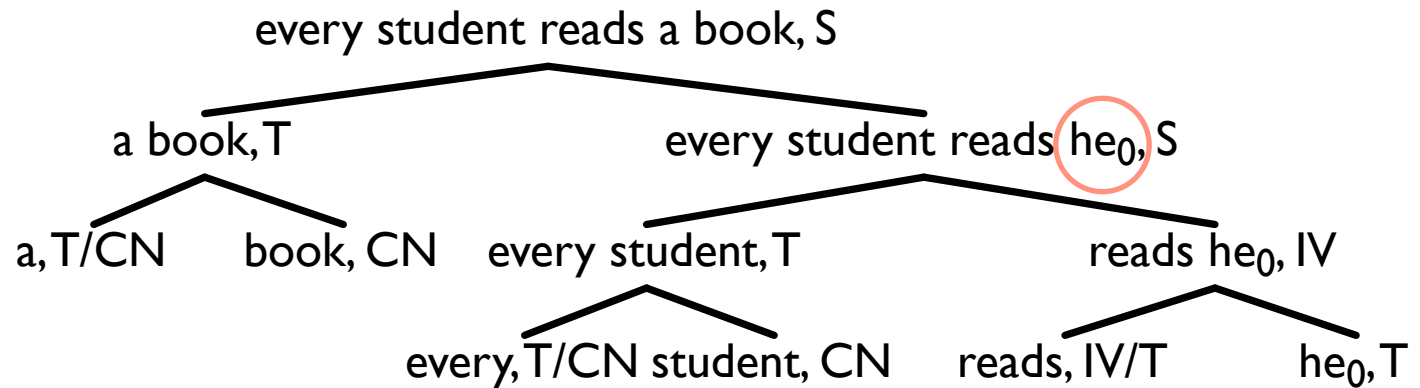


- The principle of compositionality implies that syntactic derivation trees are mapped to a unique type theoretical semantic representation.
- Hence the second reading cannot be derived, unless ...

“Montague’s Trick”

- Special rule of quantification (aka “Quantifying-in”)
 - Terms $\alpha \in P_T$ can combine with sentences $\xi \in P_S$ to form a sentence $\xi' \in P_S$,
 - where ξ' is obtained from ξ by replacing all occurrences of “ he_i ” with α .
 - For instance: “a book” + “... he_1 ...” = “... a book ...”
- Sentences can be assigned distinct syntactic derivations

“Montague’s Trick”



- “he₀” → $\lambda P.P(x_0)$
- “every student reads he₀” → $\forall y(\text{student}(y) \Rightarrow \text{read}(x_0)(y))$
- “every student reads a book”
 - $\lambda P \exists x(\text{book}(x) \wedge P(x)) (\lambda x_0 \forall y(\text{student}(y) \Rightarrow \text{read}(x_0)(y)))$
 - $\exists x(\text{book}(x) \wedge \forall y(\text{student}(y) \Rightarrow \text{read}(x)(y)))$

“Montague’s Trick”

- The quantification rule allows to derive different scope readings of ambiguous sentences, but ...
 - the syntax is made more ambiguous than it actually is
 - no surface oriented analysis

Summary

- The principle of compositionality
 - links syntax and semantics of natural language
- Type theory offers
 - flexibility
 - expressiveness
- Montague like semantics construction ...
 - follows the principle of compositionality
 - assumes a strict one-to-one correspondence between syntax and corresponding semantic representations,
 - but needs a “trick” to model scope ambiguities