CS3 FINAL EXAM

Last name __________________________ First name __________________________

SID Number _________________________ TA’s name __________________________

(Sorry to ask this next question, but with 300 students, there may be a wide range of behavior.)

The student on my left is __________________________________________________

The student on my right is _________________________________________________

I certify that my answers are all my own work. I certify that I shall not discuss the exam questions or answers with anyone in CS3 who has yet to take it until after the scheduled exam time.

Signature ________________________________________________________________

Instructions

• Question 0: Fill in this front page and write your name on every page! The exam is open book and open notes (no computers). Put all answers on these pages; don’t hand in any stray pieces of paper.

• You may always write auxiliary functions for a problem unless they are specifically prohibited in the question.

• Feel free to use any Scheme function that was described in sections of the textbook we have read without defining it yourself.

• You do not need to write comments for functions you write unless you think the grader will not understand what you are trying to do otherwise.

• You have three hours, so relax. We estimate 30 minutes per question.

• Each question is worth almost the same amount, so don’t spend all your time on one problem; if you’re stuck, move on.

• Good skill!

Grading Results

<table>
<thead>
<tr>
<th>Question</th>
<th>Max. Points</th>
<th>Points Given</th>
</tr>
</thead>
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<td>6</td>
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<td>Total</td>
<td>120</td>
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Name: ______________________________________

**Question 1 – I’m drawing a blank... (20 points, 2 points each; 30 minutes)**

Fill in the blanks below. When you see the symbol “→”, this means you should write down what the interpreter would return if the expression were typed in. If any of the following display an error, write down what the error is.

a) (word) → ______________________________________________________.

b) (every (lambda (L) (if (equal? L ‘r) ‘w L)) ‘rabbit) → __________________.

c) (caaddr ‘(cs3 ((is)) (the) coolest (class))) → ________________________.

d) (keep __________________________________________ ‘(3 2 7 9 21)) → (2 21)

e) (or (and ______________________ ‘spam ) ‘water-buffalo) → water-buffalo

f) ( (lambda (f) (f (f 2))) (lambda (x) (* x x)) ) → ________________________.

g) Clint discussed the micromechanical flying insect (MFI). *Aside from the examples he mentioned*, name an interesting use for a swarm of these little “buggers”. Your answer can be whimsical and fun if you wish. Limit your answer to one sentence.

“I would use MFIs for ________________________________________________.”

h) ‘(a (b)) is a (circle as many as apply): SENTENCE TREE LIST

i) You can use fractals to model the path of a river (circle one): TRUE FALSE

j) Oliver discussed the early troubles with natural language processing. (E.g., “The spirit is willing but the flesh is weak”, when (mis)-translated from English to Russian and back to English, resulted in the phrase “The vodka is good but the meat is rotten”). Since then, they have fixed all the bugs and can now translate between English to Russian with almost perfect accuracy. (circle one)
Name: ________________________________

**Question 2 – I’m makin’ a sentence...I’m checkin’ it twice...** (20 pts; 30 min.)

You decide to store the names of all your friends in a sentence, and convert each name into a single word by sticking a dash “-” in-between. For example, “pat diaz” would be converted to pat-diaz. (Assume nobody has a dash in their first or last names and everyone has one first and one last name.) You write the constructor make-name as follows:

```
(define (make-name firstname lastname)
    (word firstname ‘- lastname))
```

a) Using recursion, write last-name which takes a name and returns the last name. **DON’T** write any auxiliary functions. (10 points)

```
(define (last-name name)
    __________________________________________________________
    __________________________________________________________
    __________________________________________________________
)
```

b) What type of recursion did you use above? Circle one. (4 points)

<table>
<thead>
<tr>
<th>EMBEDDED</th>
<th>TAIL</th>
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</table>


c) Next, write a function make-keeper that takes in a name predicate good-name? and returns a function that, when applied to a sentence of names, only keeps the names of people whose names are “good”. (6 points) **Use no explicit recursion.** Here’s an example:

: (define (diaz? name) (equal? ‘diaz (last-name name)))
: (define keep-diaz-friends (make-keeper diaz?))
: (keep-diaz-friends ‘(pat-diaz jameel-gupta raoul-diaz petra-rabinowitz))
(pat-diaz raoul-diaz)

```
(define (make-keeper good-name?)
    __________________________________________________________
)
```
Question 3 – King of your castle, ruler of your domain (20 points; 30 minutes)
For this problem, assume the Scheme interpreter evaluates all arguments in a numeric expression from left-to-right. E.g., if bar and foo are undefined, the following expression: (* foo bar) will always yield “Unbound variable: foo” (and not bar) because foo will be evaluated first since it is to the left of bar.

You are asked to write a procedure named ruler that draws the marks on a ruler using the dash “-” character and returns the number of dashes you’ve printed overall. As you probably know, the number of the dashes depends on their location: the half-ruler marks have the most, the quarter ruler marks have half as many, etc. The smallest dashes have only one dash. Examples are on the right edge of this page...

a) Using recursion, write dashes, a procedure which takes in a non-negative integer n, displays n dashes, then a newline, and returns the number of dashes it displayed (that is, n). Two example calls are shown on the right. (8 points)

(define (dashes n)
  (cond ((= n 0)
         _______________________________________
         _______________________________________
         _______________________________________
         _______________________________________
         _______________________________________
         _______________________________________
         _______________________________________
  )
  (else _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
)

b) dashes uses EMBEDDED TAIL recursion. (Circle one) (2 pts)

c) Finally, write ruler. Feel free to use expt to specify how many dashes should be drawn on each line. (E.g., \(2^3 = (\text{expt } 2 \ 3) \rightarrow 8\), useful for (ruler 4) in the example on the right.) Don’t define any helper procedures. Don’t forget the return value! (10 pts)

(define (ruler n)
  (if (= n 0)
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
   _______________________________________
  )

: (dashes 0)
0
: (dashes 5)
-----
5
: (ruler 0)
0
: (ruler 1)
-
: (ruler 2)
--
-
4
: (ruler 3)
----
-
-
12
: (ruler 4)
-----
-
-
-
-
-
-
32
**Question 4 – Those clever graphic designers at Sybase®, Inc. (20 pts; 30 min.)**

Those of you who have seen the Sybase® logo (shown on the right) realize it’s really a fractal in disguise. Your goal is to draw it. Fortunately, all of the hard math will be done for us.

First of all, take a careful look at the fractal. Note that the bold lines on the outside left, top and right are only drawn once! Let’s assume they’re taken care of for us and we only have to draw the inner lines and arcs.

Your friend provided a really nice graphic interface for you to use; instead of using x and y coordinates, you just use points. The code, as you’ll see, becomes much cleaner.

```scheme
;; Look at the figure below for an example
(draw-lineP P1 P2) ;; Draws a line from point P1 to point P2
(draw-arcP P1 P2) ;; Draws a 90º arc from P1 to Pup centered around Pmid
(get-Pmid P1 P2) ;; Return Pmid, a little more than half-way from P1 to P2
(get-Pup P1 P2) ;; Return Pup, a point “above” the P1-P2 line
;; such that the triangle P1-Pmid-Pup is a right triangle.
```

The arc on the right was created with a call to

```scheme
(draw-arcP P1 P2).
```

The arc angle is 90º and is drawn from P1 to Pup as if one end of a compass were at Pmid.

a) Fill in the blanks to complete the sybase procedure. Use figure to the right to help you understand the temporary variables Pmid and Pup. (15 points)

```scheme
(define (sybase P1 P2 n)
  (if (= n 0)
      (draw-lineP P1 P2)
      (let ((Pmid (get-Pmid P1 P2))
            (Pup (get-Pup P1 P2)))
       ;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;
       ;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;
       ;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;
       ;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;
       ;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;
       (sybase _____ _____ _____) )
)
```

b) Provide the call to sybase that generated the fractal in the Sybase® logo at the top. Assume the corner point labels in the diagram are already defined for us to use. (5 points)

```scheme
(sybase _____ _____ _____)
```
Question 6 – Fractals on the brain (19 points; 30 min)

You loooooove fractals so much that you see them absolutely everywhere you go… even in non-graphic functions like the following:

```
(define (fun n)
  (if (= n 0)
      '()
      (cons (fun (- n 1))
            (fun (- n 1)))))
```

a) Given `fun` as defined above, what does Scheme return if you type: `(fun 1)`? (4 pts)

b) Draw the box-and-pointer diagram for `(fun 2)`. (5 points)

c) How many calls to `cons` will there be for `(fun 5)`? (5 points)

d) In Question 4, you might have noticed you were using data structures (namely, `points`) without even being told how they were implemented! In one word, how were you able to do this? Hint – this is one BIG IDEA of the course. (5 points)

You’re done! Have a great summer break!!