CS 3 Final Exam

Last name __________________________ First name __________________________

SID Number __________________________ TAs name __________________________

(Sorry to ask this next question, but with almost 375 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

• Please 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.

• Do every question, as we will not be dropping your lowest-scoring one.

• You have three hours, so relax. We have indicated how long you should take for each question at the top of every page.

• Good skill!

Grading Results

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Question 1 – I’m drawing a blank… (20 points, 2 points each; 20 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) (cdr (cons '() '()) ) ⇒ ________________________________.
b) (map reverse ‘((a) (b) (c)) ) ⇒ ________________________________.
c) (map - ' (4 5 6) 3 ) ⇒ ________________________________.
d) (equal? (quote (1)) (list (1)) ) ⇒ ________________________________.

;; For parts e-g
(define (mystery L)
  (cond ((null? L) #t)
        ((list? (car L)) #f)
        (else (mystery (cdr L)))))
e) mystery is a type of ________________________________ recursion.
f) (mystery ‘(a (b) c)) ⇒ ________________________________.
g) A good name for mystery would be ________________________________.

;; For parts h-i
;; wackawacka is not defined anywhere
(define (broken L)
  (wackawacka L))
h) Does entering the above definition into scheme result in an error? ________.
i) (if 'f (broken (/ 1 0)) 3) ⇒ ________________________________.
j) The Turing test is a test of ________________________________.
Question 2 – Ready, set, code! (20 points; 25 minutes)

Assume for this problem that sets and lists only contain numbers. You want to write a function pretty-print that prints either a set or a linear list to the user:

(define (pretty-print set-or-list)
  (cond ((set? set-or-list)
         (display "Your set is: ") (display (set-contents set-or-list)))
        (else
         (display "Your list is: ") (display set-or-list)))))

(define (set-contents set) set)

The problem is how do we write the set? predicate? Lists and sets look the same! Therefore, we are going to create a new representation for sets (called a new-set). While we are doing that, we might as well keep track of the set’s cardinality, or number of elements in the set. The new representation will be a three-element list, whose first element is the symbol set, the second element is the cardinality, & the third element is the set’s contents. I.e., new-set = (set cardinality contents).

Thus, a set containing the numbers 1, 4, 9, 16, and 25 could be represented as (set 5 (16 4 9 25 1)). *null-new-set* is defined as (set 0 ()). We also need to redefine set-contents as follows:(define (set-contents new-set) (third new-set))

We need to write set?, and realize that since lists can only contain numbers, all we have do is to test is if the first element is the symbol set. Our first attempt is the following: (define (set? new-set-or-list) (= (first new-set-or-list) set))

a) Notice that set? has at least one error. Write it correctly below. (6 points)

(define (set? new-set-or-list) ;; Returns #t for new-sets and #f for lists

b) Since the format of sets have changed, we now need to rewrite new-set-adjoin. Feel free to use any of the new-set- functions on this page. (14 points)

;; Here are some more new-set functions
(define (new-set-member elt new-set) (member elt (set-contents new-set)))
(define (new-set-length new-set) (second new-set))

(define (new-set-adjoin elt new-set)
  )
Question 3 – set in tree’s clothing (20 points; 20 minutes)

Now something else has cropped up. Recall the general definitions for trees:

\[
\begin{align*}
&\text{(define (root tree) (first tree))} \\
&\text{(define (left tree) (second tree))} \\
&\text{(define (right tree) (third tree))} \\
&\text{(define (leaf? tree) (atom? tree))} \\
&\text{(define (make-tree root left right) (list root left right))}
\end{align*}
\]

A tree is an atom or a list with three items in it, the root and the two subtrees. We saw expression trees and value trees, which were two particular examples of trees, but not necessarily all the valid trees that exist. Since new-sets are now lists of three items, they could possibly be confused with trees.

a) For this part, assume that a new-set can contain only positive integers (i.e., 1, 2, 3, etc.). Write an expression using only new-set-adjoin and *null-new-set* that returns a new set which is also a valid tree. Use values that ensure that it will have the smallest sum of its set elements. Warning: be sure to re-read your answer several times to make sure it’s correct. (10 points)

b) Draw the corresponding tree. (10 points)
**Question 4 – Dick Trace-me (20 points; 25 minutes)**

Someone writes the strange program `foo`:

```scheme
(define (foo n)
  (cond ((= n 0) 'done)
       (else
        (display (list 'l n)) ;; left
        (foo (- n 1))
        (display (list 'm n)) ;; middle
        (foo (- n 1))
        (display (list 'r n)) ;; right
        (newline)
        'this-was-hard)))
```

a) A call to `(foo 1)` displays a line & returns a value as shown below (we left the return value blank). Fill in the blank with the return value. (4 points)

```scheme
: (foo 1)
(l 1)(m 1)(r 1)
```

b) What is displayed and returned when you call `(foo 2)`? (12 points)

```scheme
: (foo 2)
```

Note above that `(foo 1)` displayed 3 pairs: `(l 1)`, `(m 1)` and `(r 1)`.

c) How many pairs will be displayed for `(foo 3)`? (4 points) ________________
Put down your pen or pencil, stretch, take a deep breath, and proceed...

If you followed our suggested pace, you should have 90 min left and be half done.
**Question 5 – Did you accumulate CS3 knowledge? (20 points; 30 min.)**

For parts (a) & (b), you may not need all the blank lines provided, and that’s ok.

a) Provide a call to the HOF \texttt{all?} (that returns true if all of the elements in the second argument satisfy the first argument predicate function) which will return \#t if all of the numbers in the huge list of numbers \texttt{*big-number-list*} are greater than 3. E.g., if \texttt{*big-number-list*} contained (7 9 5), your call should return \#t. \textbf{Do not} use any auxiliary function. (5 points)

\begin{verbatim}
(all?

\hspace{10em} \texttt{*big-number-list*)}
\end{verbatim}

\begin{itemize}
    \item Note - we don't think you've seen the predicate \texttt{all?} this semester - but the description of \texttt{all?} above should give you most of what you need to solve the problem.
\end{itemize}

b) You have seen how powerful \texttt{accumulate} is; it can be used to sort or find the smallest element in a list. You believe it is underutilized, and want to prove that (like a Swiss-army knife) there are many more uses for it. Fill in the blanks in \texttt{my-count-if} which, like \texttt{count-if}, will count the number of elements in the linear list \texttt{L} that satisfy \texttt{pred?}. You may assume \texttt{L} has at least two elements. \textbf{Do not} call any auxiliary functions. \textit{We consider this a hard question}; you are more than welcome to skip this part for now and come back to it later in the exam. (15 points)

\begin{verbatim}
(define (my-count-if pred? L)
  (accumulate

  \hspace{10em} \texttt{You may need to change the code that is provided in this problem.}

\hspace{10em} (cons 0 L) )))
\end{verbatim}
Question 6 – Listen to what the flower people say (20 points; 30 min.)

You come up with an idea for a cool fractal flower. The idea is to start with a stem (as in Figure 1) which is a line from the bottom center of the window to the middle. Then make a left and right turn and recurse. Figure 3 shows what happens when you do this a couple of times. We’ve provided draw-half-line:

```
;; Draw a line from (x1,y1) halfway to (x2,y2) as in Figure 4
(define (draw-half-line x1 y1 x2 y2)
  (= n 0)
  (let ((xm (/ (+ x1 x2) 2))
       (ym (/ (+ y1 y2) 2))
       (xL (/ (- (+ x2 x1 y1) y2) 2)) ;; Do NOT worry about how we
       (yL (/ (- (+ x2 y1 y2) x1) 2))) ;; calculated xL,yL,xR or yR
       (xR (/ (- (+ x2 x1 y2) y1) 2)) ;;
       (yR (/ (- (+ x1 y1 y2) x2) 2))) ;; Simply look at Figure 4
```

a) Fill in the blanks to complete the flower procedure below. Use Figure 4 to help you understand the temporary variables xm, ym, xL, yL, xR, and yR. (15 points)

```
(define (flower x1 y1 x2 y2 n)
  (if (= n 0)
    (draw-half-line x1 y1 x2 y2)
    (let ((xm (/ (+ x1 x2) 2))
          (ym (/ (+ y1 y2) 2))
          (xL (/ (- (+ x2 x1 y1) y2) 2)) ;; Do NOT worry about how we
          (yL (/ (- (+ x2 y1 y2) x1) 2))) ;; calculated xL,yL,xR or yR
          (xR (/ (- (+ x2 x1 y2) y1) 2)) ;;
          (yR (/ (- (+ x1 y1 y2) x2) 2))) ;; Simply look at Figure 4
```

b) What was the value of n that generated Figure 3? (3 points) ___________

c) Modify Figure 3 to show the result of the next generation of flower (i.e., with n one larger than the correct answer to part (b) above). (2 points)
Question 7 – Getting back at mom (20 points; 30 minutes)

Computer scientists (and most of our moms) always seem interested in sorting things (like lists) and returning them to their proper place. You want to rebel and unsort things (like throwing all your clothes on the floor). Someone suggests writing unsort, a procedure which takes a list of unique elements and returns the same list with all of its elements rearranged in a random order. E.g.,

: (unsort '(a b c d))  →  (b d c a)
: (unsort '(a b c d))  →  (d b a c)

a) Fill in the blanks to complete the unsort procedure below. You may not use any auxiliary functions, & your solution may not exceed two lines. (10 points)

```scheme
(define (unsort L)
  (if (null? L)      ;; If L is null, just return it
      L
      ____________________________________________
      ____________________________________________
      ____________________________________________
    ))
```

b) Your “friend” from Stanford types the following into your scheme interpreter: :

(define let  'stanford-is-great)
(define let* 'we-won-the-big-game)

...which has the effect of redefining (and rendering unusable) let and let*. You are now asked rewrite unsort given that you cannot use these special forms. Fill in the blanks to complete the unsort procedure below. The solution does not require any auxiliary functions. However, if you do choose to use an auxiliary function, you will lose 5 points. Do not use set! or a define within a define. We consider this the hardest question on the exam. (10 points)

```scheme
(define (unsort L)
  (if (null? L)      ;; If L is null, just return it
      L
      ____________________________________________
      ____________________________________________
      ____________________________________________
    ))
```

;; If you need a small auxiliary function, write it below.

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