

Due: Friday, 13 March 2015

Collaboration: Problems 1 through 4 are taken from in-class lab exercises and may be (or have been) collaboratively completed. If you collaborated with someone during lab to create a program, please acknowledge that person by including their name with attribution to each individual problem. This is especially important if you worked with different people on different days.

Each student must work on Problem 5 individually.

Each student must submit their assignment individually.

Submission: Turn in a printed copy of your work at the beginning of class.

1. Submit the function `whistle` from *Python Conditionals and Repetition* (Mon 3/2), Exercise F.1.
2. Submit the final function `perambulate` (with the call to `whistle`) from *Python Conditionals and Repetition* (Mon 3/2), Part E.
3. Submit function `explorer` from *Python Sensing and Behavior* (Mon 3/9), Exercise E.3.
4. Submit function `timid` from *Python Sensing and Behavior* (Mon 3/9), Part F.
5. Sometime we want program behavior to vary in useful, but unpredictable ways. The first line of the following short script imports a function that we can use to generate random numbers. We then call a subroutnie to generat a random integer between 1 and 9, printingo ut ther result. If you run these commands, you would likely see a different result each time.

```
from random import *

num = randint(1,9)
print("Here is a random digit: " + str(num))
```

Using this snippet as a starting point, write a function called `flashcards` that takes no parameters and helps students learn their times tables by generating a multiplication problem (two random numbers between 1 and 9), asking them for the answer, and congratulating them if they are corect, while printing out the correct answer if they are not.

The following might represent two example runs of your program.

```
What is 5 x 3? 13
Sorry, that is incorrect. The correct answer is 15.
```

```
What is 2 x 9? 18
Congratulations! That is correct.
```