

CS 473

Midterm Exam

February 28, 2003

The following exam is open book and open notes. You may feel free to use whatever additional reference material you wish, but **no calculators** are allowed. Please note the following instructions. There will be a ten point deduction for failure to comply with them:

- start each problem on a new sheet of paper
- write your social security number, but not your name, on each sheet of paper you turn in
- show your work whenever appropriate. There can be no partial credit unless I see how you arrived at your answers
- be succinct. You may lose points for facts that, while true, are not relevant to the question at hand

You have until 10:20 to finish the exam.

1. (30 points) Multiply the two following IEEE floating point numbers together: 41300000×40500000 . Express your result as an eight-digit hexadecimal number. Convert it to human-readable decimal format.

41300000, or

0100 0001 0011 0000 0000 0000 0000 0000, or

0 10000010 011000000000000000000000

Sign: 0

Exponent: 10000010

Significand: 1.011

40500000, or

0100 0000 0101 0000 0000 0000 0000 0000, or

0 10000000 101000000000000000000000

Sign: 0

Exponent: 10000000

Significand: 1.101

Result sign: 0

Exponent: $10000010 + 10000000 - 01111111 = 10000011$

Significand:

```

  1.101
× 1.011
-----
  1101
  1101
  0000
  1.101
-----
10.001111

```

Renormalizing, exponent = 10000100 and significand = 1.0001111. Combining, we have

0 10000100 0001111, or

0100 0010 0000 1111 0000 0000 0000 0000

420f0000

Translating to decimal, $1.0001111 \times 2^5 = 10001.11 = 35.75$.

2. (10 points) Translate the following MIPS instructions to machine code. Express your answer as an eight digit hexadecimal number.

- (a) xor \$1, \$2, \$3

an R-format instruction; fields are 0, 2, 3, 1, 0, 38₁₀. so we get

000000 00010 00011 00001 00000 100110, or

0000 0000 0100 0011 0000 1000 0010 0110, or

00430826

(b) `beq $7, $9, 0x300`
 an I-format instruction; fields are
 4, 7, 9, 00c0 (remember division by 4), or
 000100 00111 01001 0000 0000 1100 0000, or
 0001 0000 1110 1001 0000 0000 1100 0000, or
 10e900c0

(c) `lw $t0, 200($s1)`
A small oops on this one: I should have specified the offset as hexadecimal; when I was asked about it during the exam, it was too late to try to fix it. So I'll accept either answers that treat 200 as hexadecimal, or as decimal (c8 hexadecimal). Another oops, and something that near as I can tell nobody has spotted before this semester, is that there is a typo in the book: the inside back cover has the opcode for lw as 23₁₆. while page A-54 shows 23₁₆ as lw1, with lw as 24₁₆. As if that weren't enough, A-66 shows both lw and lwr as 23₁₆, and 24₁₆ as lbu! So I'll take either 23₁₆ or 24₁₆.

Another I-format instruction, fields are
 24₁₆, 17, 8, c8 (no division this time), or
 100100 10001 01000 0000 0000 1100 1000, or
 1001 0010 0010 1000 0000 0000 1100 0000, or
 922800c8

If you treated the 200 as hexadecimal, the final answer is
 92280200

If you used an op code of 23, the corresponding final answers are 8e2800c8 and 8e280200.

3. (10 points) Translate the following machine code instructions to MIPS assembler. You can just use raw register numbers (like \$7), you don't need to translate to the MIPS assembler conventions (like \$a3). You may express constants in either decimal or hexadecimal, but please use C syntax (0x) to tell me if it's hexadecimal.

(a) 0x02a72824
 000000 10101 00111 00101 00000 100100
 op code 0 so it's R format (and I actually split up the rest of the fields shown above after I'd worked that out); func is 36₁₀, so the instruction is
 add \$5, \$21, \$7
Quite a few people translated this according to the usage in Table A.10. That wasn't necessary, but of course I accepted it. Given how many people had a hard time finishing the exam, it seems like the time spent looking this up could have better been spent elsewhere, though:

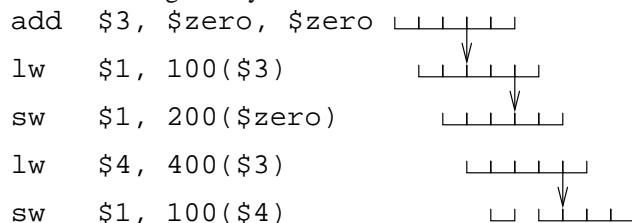
`add $a1, $s5, $a3`

(b) 0x2d234321
 001011 01001 00011 0100 0011 0010 0001
 op code b, so it's an
 sltiu \$3, \$9, 0x4321
 Again, translated, this is
 sltiu \$v1, \$t1, 0x4321

4. (20 points) Consider the following MIPS code fragment:

```
add $3, $zero, $zero
lw  $1, 100($3)
sw  $1, 200($zero)
lw  $4, 400($3)
sw  $1, 100($4)
```

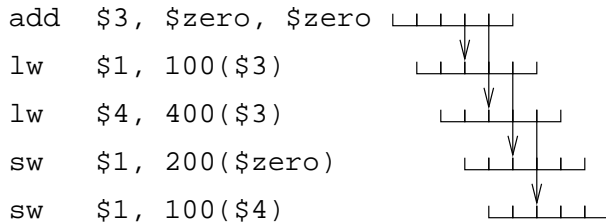
(a) Draw a Gantt (timing) chart showing the execution of this code, assuming all possible forwarding and assuming loads stall instead of using a delayed load. Use arrows to show forwarding between the instructions.



We can forward \$3 to the first lw, for use in address generation. The forwarding from the first lw to the first sw may be a surprise; we can do it because the register is being stored rather than being used for arithmetic. We do have to stall the final sw, since in this case the value read in the previous instruction is used in the address calculation.

- (b) Reorder the code so that it can run as fast as possible.

All we have to do is separate the last lw from its sw, while making sure we don't move the lw so far forward that it's before the add. Just moving it ahead of the preceding sw will do it, like this:



This saves one cycle.

5. (30 points) The book has a possible superscalar version of the MIPS on page 512. This superscalar machine has two pipes: one for memory instructions, and the other for everything else. Suppose the following two instructions occur in a program:

```

add $1, $2, $3
sw  $1, 100($3)

```

Assuming all possible forwarding, would it be possible to issue these instructions simultaneously? If not, why not? If so, modify the following copy of Figure 6.58 to show the forwarding that would be necessary.

Yes. The key observation is that the add instruction generates a new value for \$1 during the execute cycle, and the sw instruction uses it on the memory cycle. So it can be forwarded from the top ALU output line to the memory's Write Data line.

The most consistent mistake was probably people thinking \$1 had to be sent to the address generation ALU, instead of the write data line. If that were what was needed it would indeed not be possible (and people who made that mistake were about evenly divided as to whether they thought it would be possible but the pipeline slower and people who thought it would not be possible).