

# COMP 212 Spring 2022

## Lab 2

### 1 Introduction

#### 1.1 Code

Download `lab02.sml` from the course website.

#### 1.2 Methodology

We suggest the following five-step methodology for writing functions:

1. Write the type of the function. For example, the first step we took in writing the function `double` was to write the declaration:

```
fun double (n : int) : int = ...
```

which specifies that `double` has type `int -> int`.

2. Write the purpose or specification of the function. This should appear in a comment above the body of the function. The SML comment syntax is like this:

```
(* starts a comment.  
   The comment continues on the next line.  
   To end a comment, write *)
```

3. Write a few examples of how the function should transform a value of the argument type into a value of the result type. This should also appear in a comment above the body of the function.
4. Write the body of the function. The purpose and the examples will help you with this step. The body will often follow a pattern of recursion like the ones given later in this lab.
5. Finally, test the function. The examples can be turned into tests. See the discussion below.

Putting these five steps together results in code that looks like this:

```
(* Purpose: double the number n
   Examples:
     double 0 = 0
     double 2 = 4
   *)
fun double (n : int) : int = <... body of double ...>

(* Tests for double *)
fun test_double() =
  (testi "da" (double 0) 0;
   testi "db" (double 2) 4)
```

The function `test_double()` is a separate function that runs some tests for `double`. Each test consists of a short string naming the test (which will be printed so you can understand which tests pass/fail), the expression to be evaluated, and the expected result. E.g. `testi "da" (double 0) 0` means “there is a test named `da`, which says that `double 0` should be `0`”.

You can run the tests by running:

```
- use "lab02.sml";
- test_double();
```

**Task 1.1** One the tests for `double` in the file fails: run the tests, figure out why, and fix it.

There is a function `run()` at the end of the file that runs all tests for all functions, so one quick way to check everything is

```
- use "lab02.sml"; run();
```

Make sure to use this five step methodology for all of the functions you write.

## 2 Recursion on the Natural Numbers

### 2.1 Structural Recursion

The body of the first function we write will follow the basic pattern of *structural recursion* that we discussed in lecture. To review: They will consist of a `case` statement on the argument that has two branches. The first branch will specify the base case when the argument is zero. The second branch will specify the induction case when the argument is greater than zero. The induction case will include a recursive application of the function to an argument that is one less. So the definitions of the first two functions will match the pattern:

```

fun f (x : int) : int =
  case x of
    0 => (* base case *)
  | _ => ... f (x - 1) ...

```

with the base case and ellipses filled in appropriately based on the purpose of the function.

**Summorial** We begin by writing a recursive function that takes a natural number,  $n$ , and calculates the sum of the numbers from 0 to  $n$ :

$$\text{summorial } n = 0 + 1 + 2 + \dots + n$$

**Task 2.1** Define the `summ` function such that `summ n` equals the sum of the natural numbers from 0 to  $n$ . Remember to follow the steps of the methodology. What should the type of `summ` be? Write a purpose for `summ` and a few examples. Write the body of the `summ` function and as you write it, attempt to justify its correctness to yourself. After you write the body of the function, write a few tests based on your examples, by adding them to the `test_summorial` function.

**Have the course staff check your work before proceeding!**

## 2.2 More Advanced Patterns of Recursion

**Even** Not every function on the natural numbers fits the patterns of recursion described above. For example, consider a function `evenP` of type `int -> bool` that transforms a natural number,  $n$ , into `true` if and only if it is even. A natural way to write this is to give cases for 0 and 1 and then to recur on  $n-2$ :

```

fun evenP (n : int) : bool =
  case n of
    0 => true
  | 1 => false
  | _ => evenP (n - 2)

```

This definition uses a different pattern of recursion:

To define a function on all natural numbers, it suffices to give cases for

- 0
- 1
- $2 + n$ , using a recursive call on  $n$

Therefore, the `case` statement in the body of `evenP` has three branches rather than two. The first two branches give the base cases, and the third branch includes a recursive application of the function to the natural number that is two less than the argument:

```
fun g (x : int) : bool =
  case x of
    0 => (* base case 0 *)
  | 1 => (* base case 1 *)
  | _ => ... g (x - 2) ...
```

with the base cases and ellipses filled in appropriately based on the purpose of the function.

**Task 2.2** Note that the tests for `evenP` are written `testb` rather than `testi` because this function outputs a boolean rather than an integer. One of the tests for `evenP` in the lab SML file crashes (raises an exception). **Note that this prevents any subsequent tests for this function from being run**, so you should always check visually that you don't see any exceptions and see all of the tests you've written passing. Fix things so that the test no longer raises an exception.

**Odd Task 2.3** Using this pattern of recursion, define the `oddP` function of type `int -> bool` that transforms a natural number `n` into `true` if and only if it is odd. Once again, remember to follow the five step methodology. Do not call `evenP` in the definition of `oddP`. *Hint:* How do the base cases of `evenP` and `oddP` differ?

**Divisible by Three** Next, you will define a function `divisibleByThree : int -> bool` such that `divisibleByThree n` evaluates to `true` if `n` is a multiple of 3 and to `false` otherwise. Do not use the SML `mod` operator for this task.

**Task 2.4** Define this function, following the five-step methodology. *Hint:* You will need a new pattern of recursion to define this function. Explain the pattern of recursion in general.

**Laughs Task 2.5** Write a function `laughs : int -> string` where `laughs n` produces "hahahahaha...haha" with `n` total letters. If `n` is odd, then it is up to you whether you get "ahaha..." or "hahah...hah". Use the string testing function `tests` to write your tests.

**Have the course staff check your work before proceeding!**

### 3 Two-argument Functions

Suppose we didn't have `+` built in; how could we define it?

In this problem, you will define a two-argument function (function that takes a pair of inputs)

```
fun add (x : int, y : int) : int = ...
```

that computes the sum of  $x$  and  $y$ . *Hint:* The body of the `add` function should start with a `case` statement on  $x$ . The base case will give the sum of 0 and  $y$ , and the induction case will use the sum of  $x-1$  and  $y$  to compute the sum of  $x$  and  $y$ . That is, `add` should follow the pattern of *structural recursion on  $x$* .

**Task 3.1** Define the `add` function that computes the sum of a pair of natural numbers. You may use SML addition and subtraction of `int` constants in the definition of `add` (e.g. `+ 1` and `- 1`), but you may not add two variables. Remember to follow the five step methodology.

**Have the course staff check your work before proceeding!**

## 4 Induction

If you defined `add` correctly, then it is a simple calculation to see that for any  $n$ ,  $\text{add } (0, n) \cong n$ .

However, to show that for all natural numbers  $m$ ,  $\text{add } (m, 0) \cong m$ . requires an inductive proof. In this proof, we do induction on only the first argument  $m$ , leaving the second argument alone.

**Task 4.1** Fill in the proof on the following page.

**Theorem 1.** *For all natural numbers  $m$ ,  $\text{add } (m, 0) \cong m$ .*

The proof is by induction on  $m$ .

- **Case for 0**

To show:

Proof:

- **Case for  $1 + k$**

Inductive hypothesis:

To show:

Proof: